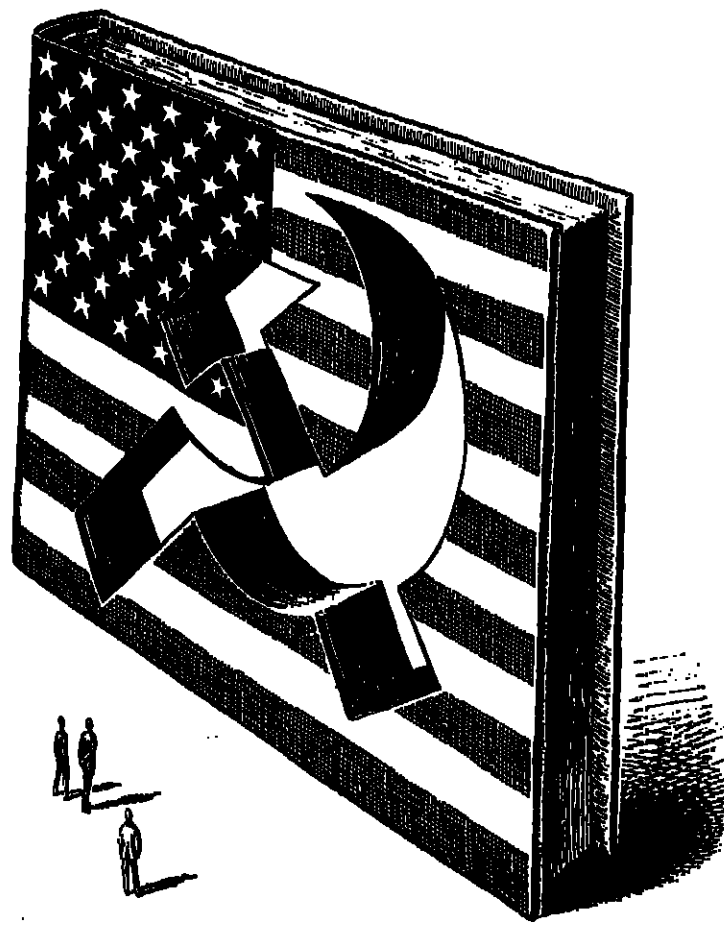


Point of View

By Nikolai N. Bolkhovitinov



FOR DECADES, the study of America was one of the most popular topics among Soviet historians. Hundreds of books and articles were published on the history of the United States and its role in the world. Specialized journals appeared, and hundreds of students earned doctoral degrees in American history.

But this scholarship had significant "blanks" and "black holes," shortcomings and unresolved problems. The quantitative growth of the field of American studies unfortunately was not accompanied by an improvement in the quality of research or in the application of modern research methods.

Some of the problems can be attributed to restrictions placed on scholars under the Communist regime. Now, in the wake of the overthrow of that regime, we have the opportunity to reform our scholarship—if we are willing to make the effort.

The problems are clear. Perhaps the greatest shortcoming of Soviet Americanists was their denigrating and vituperative approach to the United States, which was based in Communist ideology and excluded comprehensive and objective investigation. It reduced some fields of history—especially the study of modern American foreign policy—to vacuous insubstantiality. Works by Soviet scholars tended to accuse the United States and its leaders of nearly all the mortal sins and portrayed the United States to Soviet readers as a persistent enemy. Book titles such as *American Imperialism—the Worst Enemy of the People*, *Parasitical Predatory Imperialism*, and *Piratical Road of American Aggressors* were common during the cold-war years.

The study of working-class and democratic movements in the United States, as well as Soviet-American relations, was considered to be among the traditional strong points of American studies in the former Soviet Union. But even in these fields, serious gaps and shortcomings existed. For example, Soviet Americanists often were not sufficiently objective when they studied the American working class, the general economic situation in the United States, or the quality of life of most wage earners.

The way that Soviet scholars studied the founding of the American Republic provides an example of how we let our ideological biases lead us astray. At one time, the Philadelphia Convention was characterized by Soviet historians as a "conspiracy against the people," and the Constitution of 1787 was called conservative and reactionary. It might seem that this approach was a thing of the past, but even in 1988, when restrictions already were being loosened on scholarship, an authoritative work prepared by a group of historians at Moscow State University emphasized that the American Constitution "was created for the defense of the class interests of the bourgeoisie, for the protection of the primary American freedom—the freedom of private enterprise." The Constitution today only "sanctions

Improving the Quality of American Studies in the Post-Soviet Era

... the existing political mechanism of the dictatorship of monopolies," we were told.

But did not the Declaration of Independence, the Constitution of 1787, and the Bill of Rights express general human interests? Did not they lay down the foundations of a state based on law? Did not the Constitution endorse the principle of division of powers for the first time? Of course, the Constitution has its limitations and shortcomings; in the 18th century, needless to say, constitutional rights did not extend to the entire people of the United States. But somehow historians in the Soviet Union treated the very concept of a law-based state as bourgeois, and law and morality as strictly class concepts.

A rigid class approach also pushed our American studies in the Soviet Union into a self-induced isolation from scholarship abroad. When we looked at the diverse historical literature in the West, we seldom studied the positive aspects of the achievements of American historians—including the work of the "new social historians" who pioneered the study of non-elites in the Colonial period or of the new labor historians who have revolutionized our understanding of 19th-century labor relations. We ignored their application of quantitative methods to history and their interdisciplinary analyses. In the last 50 years, we did not translate a single major work by an American historian into Russian, apart from the writings of two well-known Marxist authors, Herbert Aptheker and Philip Foner. What would have happened to physics if only works written by Communist physicists in other countries had been translated into Russian?

Finally, our biases caused us to focus more on ideological purity in our writings than on accuracy and professionalism. When scholarly journals and publications were on guard against the appearance of even the

most innocent "heresy," they were little concerned with maintaining even an elementary level of professional standards. Thus it is not surprising that serious research articles disappeared from scholarly publications, giving way to an abundance of all sorts of popular editions and propaganda pamphlets. Even our leading Americanists gave less and less attention to careful checking of factual material and made quite incredible mistakes for which there could be no justification whatsoever. For example, in his biography of Benjamin Franklin, Robert F. Ivanov, a professor at the Institute of General History, made Franklin a contemporary of Sir Isaac Newton and confused U. S. President John Adams with his son John Quincy Adams. Unpardonable mistakes in footnotes became so common that we spoke of them as the rule rather than the exception.

Some problems no doubt had to do with the limited access that Soviet scholars had to historical documents and archives in our own country that, for example, could illuminate U.S.-Soviet relations, and with the limitations on our ability to travel and study abroad. I hope that these conditions are changing today.

TO FIND THE ISOLATION OF OUR RESEARCH, we must draw up a concrete plan for translating the best works by American historians into Russian during the next 10 to 15 years, as well as providing for regular translations of the best new books and articles. We must forsake our moral tone and ideological bias in studying the work done by historians in the United States and in Western Europe.

Above all, we must change the way that we train our young Americanists. The institutes of the Russian Academy of Sciences are detached from higher education, and not many members of the academy have been enlisted in the educational process. Special seminars for undergraduates and postgraduates at leading academic institutes would be useful. Perhaps it would be worthwhile to invite leading Russian scholars to supervise graduate theses and to give special seminars on selected American topics. Further, the quality of theses presented for scholarly degrees must be decisively improved.

Finally, the paramount and indispensable elements needed to bring about a turn in the study of U.S. history in Russia are systematic professional ties with foreign—first of all, American—scholars and expanded programs allowing our Americanists to work in U.S. archives and libraries.

Nikolai N. Bolkhovitinov is a corresponding member of the Russian Academy of Sciences and head of the department of American history at the Institute of General History in Moscow. This piece was adapted from an article in *Reviews in American History* (Vol. 19, No. 2, 1991).



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THE CHRONICLE
of Higher Education.February 26, 1992 • \$2.75
Volume XXXVIII, Number 25Quote,
Unquote

News Summary: Page A3

"What a lot of students may not know is that when they receive a scholarship, the amount for room and board is taxable." A spokeswoman for the IRS: A1

"When you say someone is from Chicago, you can basically place them." A Princeton professor, on the U. of Chicago: A18

"We invited them to join. Now, we have to help them succeed." The president of the U. of Arizona, on making campuses hospitable to minority students: A36

"Here we have major universities with deteriorating facilities getting another gratuitous hit in trying to maintain the country's eminence and competitiveness in scientific research." A social-sciences dean, on the loss of NIH instrumentation grants: A23

"There's a general feeling that campuses have lost the sense of community and have become increasingly fragmented." A Ford Foundation program officer: A1

"The deficit is troubling but not alarming." A Harvard U. vice-president: A33

"Academic liberals and leftists have lost the first round of the culture wars to the conservatives, who have a sophisticated understanding of how to get their ideas translated into plain English and public policy." An English professor: B1

"Few things would contribute more to human happiness in our strife-torn world than a wider and better understanding of how markets work." An economist: A39

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James W. Dyke, Virginia's Secretary of Education, says the state wants to be sure that the university research it supports "really meets industry needs."

States Re-Evaluate Industrial Collaborations
Built Around Research Grants to Universities

By GOLDIE BLUMENSTYK

Many states are losing their ardor for economic-development programs based on research grants to universities.

In the last few years several states have cut their financing for such research programs and shifted funds to projects designed to help small businesses and create jobs rapidly. More states are considering program cuts this year.

Elsewhere, governors and legislators are demanding more evidence that university research designed to develop new technologies and products has a demonstrable impact on their states' economies.

The new attitude marks a shift from the mind-set of the mid-1980's, when programs like Pennsylvania's Ben Franklin Partnership and Ohio's Thomas Edison Program flourished and became models for state economic-development strategies built on university-industry collaborations.

Questions About Effectiveness

By the end of the decade, nearly every state had created at least one program that provided grants to universities for research with commercial potential.

But state-budget constraints, changes in political leadership, and a growing sense that pouring money into university laboratories is not the most efficient or effective

way to help businesses and create jobs, have all put a damper on states' love affairs with the programs.

In the 1980's, "states sort of discovered technology," says Brian Bosworth, a former economic-development official for the State of Indiana who now works for several states as a consultant. Now states "are

Continued on Page A24

Three Grant Makers Are Awarding Millions in Effort
to Improve Racial Tolerance on College Campuses

By LIZ McMILLEN

As colleges and universities seek ways to ease racial tensions, several grant makers are devoting millions of dollars to make campuses more comfortable places for minority students and to encourage undergraduates to be more tolerant of other people.

The latest effort was announced this

Tough IRS Position
on Scholarships
Feared by Colleges

Probe at Harvard could presage broad check of tax liabilities

By SCOTT JASCHIK

WASHINGTON Higher-education officials fear that an investigation by the Internal Revenue Service into scholarships awarded by Harvard University could presage tougher federal enforcement of tax laws affecting students and the colleges they attend.

The IRS first contacted Harvard late last year, requesting information on all scholarships awarded in 1989. This month the university turned over to the IRS the names of all people who received scholarships that year, the amounts of the awards, the students' Social Security numbers, and the amount of tuition the students had paid.

Harvard officials said last week that information about 3,500 students had been provided to the government.

The IRS could use the information to determine whether students had reported scholarships that were subject to taxation and to check on whether Harvard had met its reporting requirements.

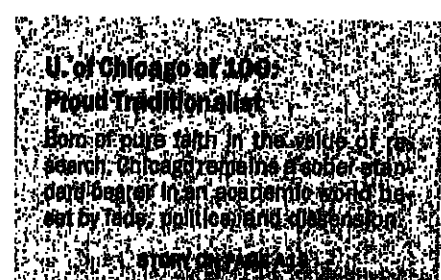
Fears About International Students

If the IRS checks other institutions, as it is expected to do, it is likely to find many students who have not reported all taxable income, experts on student finance said. They added that many colleges do not meet their reporting requirements—particularly those relating to grants given to international students.

Gail Ellis, a spokeswoman for the IRS, said she could not confirm that an investigation of Harvard students was taking place because the agency's policy was not to comment on enforcement actions against individual taxpayers.

Ms. Ellis said the IRS did not now have a

Continued on Page A27



Joins Lilly and Ford Programs

The Philip Morris program joins two others—one by the Ford Foundation and the other by the Lilly Endowment—that aim to improve race relations and make campuses more hospitable to members of minority groups. In total, Ford, Lilly, and Philip Morris have committed more than \$9-million

Continued on Page A17

MARGINALIA

The dating game:
A calendar published by the MIT School of Technology includes an entry for April 31.
And *The Chronicle's* circulation department wrote to a subscriber at North Essex Community College: "We are sending the July 22 1992 issue to replace the one that did not arrive."

Memorandum that the president of West Los Angeles College sent this month to the college staff:
"The past six months have been very busy and productive ones here at West, and I am pleased to report that progress has been made in nearly every area of campus operations."
"For example, as of July 1:
"the hourly instructional budget was \$150,000 or 70 class sections below last year's level,
"there was no budget to provide evening or Saturday library service,
"no funds were budgeted to staff evening repro services, and
"insufficient funds were earmarked for the minimum levels of staffing necessary for registration."
Now for the bad news.

From *The Michigan Daily*:
"[Kata] Issari said someone with a variety of experiences would be ideal for the position.
"It should be someone familiar with a university setting, issues of sexual assault, and someone who has real commitment to sexism and other forms of oppression," Issari said.
Heaven help us, Issari!

Crime news (from the minutes of the Staff Council at the University of Mississippi):
"Mike Stewart gave a report on the forming of an Auxiliary Policy Force. There is a need for a supplemental force of manpower during peak times on campus."
Thank goodness you're doing something about it.

From the Daily Police Report at the University of Montana:
"4:05 p.m.—Seve Connell, Sculpture Instructor, notified Campus Safety that what looks like an abandoned Cadillac by the Art Annex is really a student's art project."

From a news story in *The Technique*, the student newspaper at the Georgia Institute of Technology:
"Three proposed new parking decks will alleviate some problems on campus and hopefully allow more green areas for the students. Having an aesthetically pleasing campus also consists of having a sharp looking administration tower."
Sharp looking but austere, we take
—C.G.

In Brief

Head of college in Japan is murdered in Boston

BOSTON — The president of Chukyo University in Nagoya, Japan, was shot and killed here last week, one day before he was to sign an exchange agreement with officials at the University of Massachusetts campus in Boston.

Iwao Matsuda was killed when a masked gunman forced his way into the hotel room where the president and his wife were staying and shot Mr. Matsuda once in the back. The police have no suspects.

Mr. Matsuda was part of a six-member delegation that had traveled to Boston to formalize an agreement that was to have established student and faculty exchanges and cooperative research and language programs.

A spokesman for the University of Massachusetts campus said he hoped that the agreement "will go forward at a later point." But he added that "now is not the time to set it in motion."

Grizzly bear is focus of animal-rights group

SPOKANE, WASH.—An animal-rights group has demanded custody of a 390-pound female grizzly bear named Flo (below), which group members say was taken from Yellowstone National Park to be used for research at Washington State University.

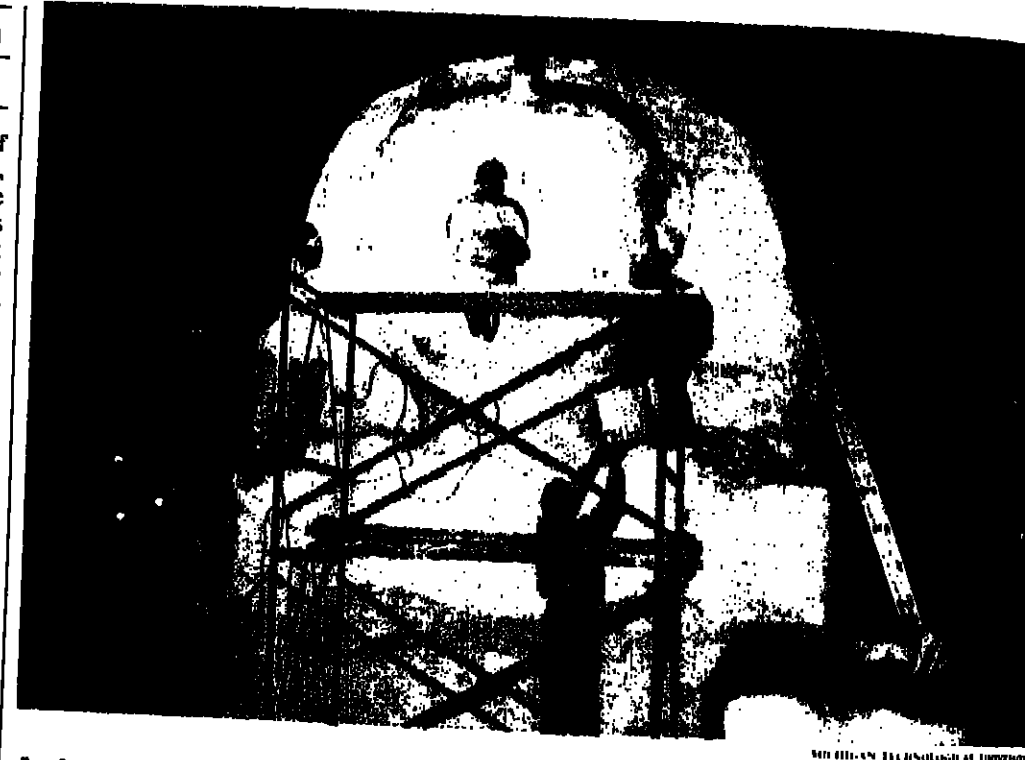
Michael Winikoff, the U.S. Humane Society's legal counsel, said Flo had been shipped to the university to start a breeding program that would establish a lasting grizzly-bear population at the institution.

Flo is being kept in a small cage with two male grizzlies from which "she has no escape," Mr. Winikoff stated.

Christopher Servheen, the grizzly-recovery coordinator for the U.S. Fish and Wildlife Service, said Flo had been removed from the national park because she posed a threat to campers. He said the breeding was part of a short-term study the university is conducting, and that once the experiment is complete, Flo and her cubs will be shipped to a zoo.



PAUL VANDEVORDE



An Icy Sphinx at Michigan Tech U. winter festival

HOUGHTON, MICH.—Students and townspeople spent hundreds of hours in the bitter cold to construct enormous snow statues in celebration of Michigan Technological University's 70th annual

winter carnival. The huge sculptures, which took up to a month to create, reflect the multicultural theme of this year's carnival: "A winter snowfall brings world cultures to all." Students mixed

snow with water to make ice and then used chisels, electric irons, and other tools to shape likenesses of the Eiffel Tower, an igloo, and the ancient Egyptian Sphinx.



Graduate students strike at Yale

NEW HAVEN, CONN.—Graduate students at Yale University went on strike for three days last week, and their picket lines were honored by about 1,400 campus employees who are members of unions.

Some dining halls were closed and some classes taught by graduate students were canceled. Other professors and graduate students moved classes off the campus.

The Graduate Employee and Student Organization, which represents about 1,300 graduate students, went on strike to increase pressure on the university to recognize the group as a union and to

engage in collective bargaining with it.

Among other changes, the organization is seeking higher wages for teaching assistants and longer time limits to complete doctoral requirements. Martha K.

Correction, clarification

Because of incorrect information supplied by the publisher, instructions for ordering *Pathways to Success* (*The Chronicle*, February 5) were wrong. Copies of the book are available for \$12.95 each from the Annenberg/CPB Project, P.O. Box 2345, South Burlington, Vt. 05407-2345; (202) 879-9656.

An article about research on the route taken by the 16th-century

Campus gets diaries on rural life

LAUREL, WIS.—Ninety-one diaries believed to contain the oldest continuous account of rural life in the United States have been donated to the University of Wisconsin here.

The diaries were kept in the late 19th and early 20th centuries by Dave Wood, a farmer and businessman, and his sons. They constitute a 59-year record of daily activities on the family's farm. The diaries were discovered in a barn in Whitehall, Wis., by David Wood (near left), the great-grandson of his namesake and an alumnus of the Eau Claire campus.

Matzke, a spokeswoman for Yale, said the university would not recognize the graduate students as a union. But she said Yale was willing to try to reach an informal agreement with the students on some issues.

Shhh: Mime at Stetson keeps library quiet

DELAND, FLA.—Stetson University has a new tactic for holding down noise in its library: the Quiet Library Society.

Created by the library's director, Sims Kline, the society relies on peer pressure rather than on librarians to shush people.

David Alvin (right), a sophomore, recruits for the society, using mime. He has attracted 70 members so far who have pledged, "I believe the library should be a place for quiet study, research, and reading."



DAYTONA BEACH NEWS JOURNAL

Court narrows activities of campus organization

NEW YORK—A federal appeals court here has ruled that allowing a campus organization to use money from student fees for off-campus activities violates the Constitutional rights of students who do not support the group's endeavors. The court said groups must use student money only for campus activities.

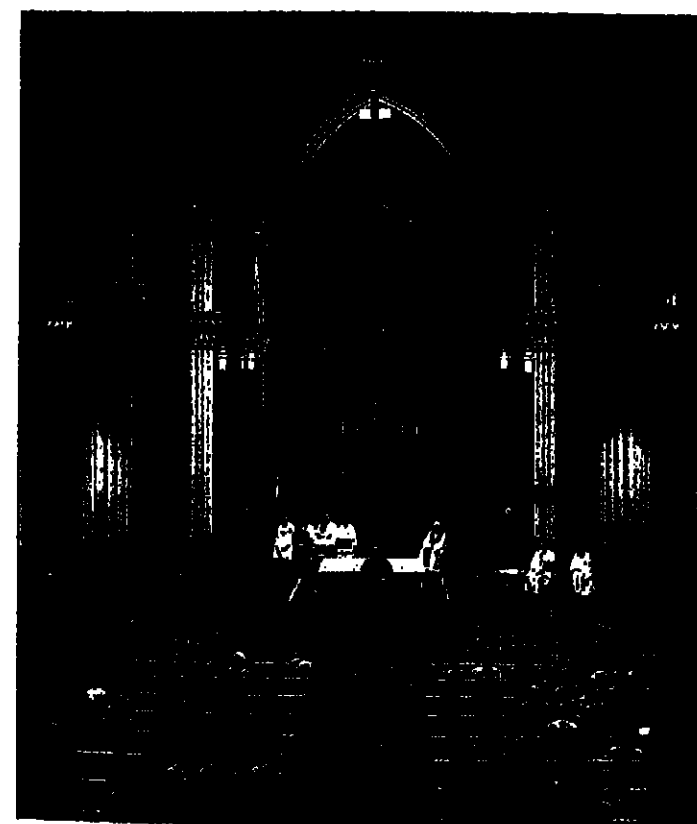
Students at the State University of New York at Albany sued the university and the institution's chapter of the New York Public Interest Research Group, claiming that the organization had spent some of the money it received from student fees to lobby state legislators and to support ac-

tivities on other campuses. The students complained about positions taken by the organization, which opposes nuclear power as well as increases in defense spending.

Harvard won't lend name to condoms

CAMBRIDGE, MASS.—Harvard University has refused to let a company sell condoms emblazoned with its insignia.

EuroPacific International, of Milton, Mass., said its product would help the university to encourage students to practice safe sex. But Harvard officials said they feared the university might face legal problems if the condoms proved defective.



D. OF NOTRE DAME

Vatican names Notre Dame church a basilica

NOTRE DAME, IND.—Sacred Heart Church, the central place of worship at the University of Notre Dame, has been designated a minor basilica by the Vatican.

The Pontiff authorizes the designation to honor historically im-

portant churches or significant centers of worship. A French Jesuit priest first established a mission in 1686 near the present site of Sacred Heart Church. Mass was first celebrated in the church in 1875.

PORTRAIT

She Goes Wherever Civil Rights Are Threatened

BY ROBIN WILSON

NEW YORK
In the weeks before Nadine Strossen traveled to Fort Lewis College to speak about the importance of the First Amendment, the institution had become embroiled in a bitter free-speech dispute that threatened to leave permanent fissures.

The college's mostly white political-science club had deeply angered black students by inviting a member of the Ku Klux Klan to appear at a campus forum. In the ensuing weeks, black students complained about receiving threatening telephone calls, faculty members arrived one morning to find KKK stickers on their office doors, and the faculty adviser to the political-science club says she was harassed by a colleague who objected to the club's invitation to Shawn Slater, the "Exalted Cyclops" of the Denver chapter of the Knights of the KKK.

No one at Fort Lewis contends that Ms. Strossen's talk changed anyone's mind about whether Mr. Slater should be allowed to speak on the campus (she believes he should). But they say the New York Law School professor who marks her one-year anniversary this month as president of the American Civil Liberties Union did offer a most eloquent defense of the First Amendment. Rather than heightening tensions, say faculty members and administrators, she encouraged those on the campus to think about the principles at stake.

"I have a lot of respect for what she is doing," says Fort Lewis's President, Joel M. Jones, who says, however, that he disagrees with Ms. Strossen. "Her public presentation was a good educational experience for the community."

For Ms. Strossen, the episode was familiar. "I go everywhere there is a threat to civil rights and civil liberties," she declares. These days, with colleges adopting speech codes to penalize students who use racist and sexist slurs, that means a lot of traveling, she says. Since her election as ACLU president last year, Ms. Strossen has spoken on more than 30 campuses.

'A Waste of Time'

Ms. Strossen, the youngest—and the first female—president of the nation's oldest civil-liberties organization, says she is discouraged that so many campuses have adopted policies to curb offensive speech. "I think it is just such a waste of time," she says. "I just think of the resources that have gone into crafting the precise, tiny, subsections of all the hate-speech codes. I wish we could take that time and devote it to affirmative-action measures, to orientation programs, to educational programs on racism, to multicultural education. I am so convinced the appropriate response is education and not discipline."

The ACLU has been the strongest force behind efforts to force campuses to put aside the hate-speech codes that many have adopted over the last five years. The organization successfully challenged codes at



Nadine Strossen, head of the American Civil Liberties Union: "The appropriate response is education and not discipline."

the Universities of Michigan and Wisconsin, which federal judges ruled were in violation of the First Amendment.

Ms. Strossen has made attracting college students one of her key goals. She has started a campaign to prompt more undergraduates to establish campus ACLU groups.

Although Ms. Strossen is roundly commended for her passionate defense of civil liberties and her talent for explaining complicated legal principles, the message she spreads has not failed to stir controversy. Many campus administrators believe they must protect students—particularly those who are in a minority—from hateful words and intolerant behavior.

"I'm very concerned about the fact that we don't have any clear indication that there are bounds of tolerance for outrageous behavior," says James E. Sulton, Jr., a special assistant to the president of Wisconsin. Wisconsin's speech code was struck down last fall.

"It's important for the recruitment of minority students. A parent must know that there are certain things that do go beyond the bounds of civility and that those are not a part of educational environment."

Mr. Jones of Fort Lewis says campuses are not always the most appropriate place for speakers with a violent message. "I think there is a dramatic difference between a small residential campus like ours with a significant number of minority students and the sidewalks of New York," he says.

Mr. Jones told the political-science club it could not invite the KKK's Mr. Slater because the col-

lege could not provide enough security to quell any violence that might break out as a result of Mr. Slater's talk. The ACLU has filed a complaint on behalf of the political-science club, and a judge is scheduled to rule on Mr. Jones's decision this week.

An Activist, Not an Intellectual

Ms. Strossen says she hopes to be president of the ACLU for at least 10 years. Her interest in civil-liberties issues began when she was young, arguing as a member of her high-school debate team and writing an article for *Glamour* magazine about free speech.

Ms. Strossen says she never expected to become an academic. After graduating in 1975 from Harvard Law School, Ms. Strossen worked for law firms in Minnesota and New York. "I had always been opposed to an academic life," she says. "I'm married to an academic who always told me I was in the wrong profession and I should be a professor, not a practicing lawyer. But I kept saying, I'm not an intellectual, I'm an activist."

When a position opened at the New York University Law School's Civil Rights Law Clinic, however, Ms. Strossen decided to make a change. She says she learned quickly that academic life was a perfect fit for her. "I didn't realize how frustrated I had been through the years," she says. "I had stirred up ideas that I'd never had time to explore." Ms. Strossen says she hasn't had to give up her life as an activist. "My first year of teaching, I published four articles, and I really loved it," she says. "And I saw that academic life could be a form of activism, too."

Scholarship

Yes, it's Elvis. But is it art?
Scholars attending the College Art Association meeting in Chicago this month ventured to the World Tattoo Gallery to find out. They were there for the opening of the second annual All-Elvis Art Show and its accompanying Elvis-impersonators contest.

The King was everywhere, silk screened, sculpted, cartooned, and painted on velvet (of course). He appeared on canvas with other pop-culture luminaries, including Gumby and Jackie Kennedy.

Wendy McDaris, an independent curator who has taught at Memphis State University, said it was telling that art could be made from Elvis, since the conference included sessions challenging distinctions between art and popular culture.

She was quickly drawn to "American Icon," in which the artist had painted Elvis on stamped tin, wearing Mickey Mouse ears. The singer is an ideal iconic figure, Ms. McDaris pointed out.

"He tends to be the embodiment of both positive and negative aspects of American culture," she said. "He started out radical, and he ended up weary, confused, wanting to get out."

Marilyn Houlberg wasn't able to show off her Elvis altar, which she says is the largest collection of Presley memorabilia in the Midwest.

But she and a collaborator created a smaller shrine, a multimedia installation decorated with paper palm trees, Halloween skeletons, and 300 pounds of sand. Elvis appeared to levitate over the sand, courtesy of a slide projection on the mirrored back wall.

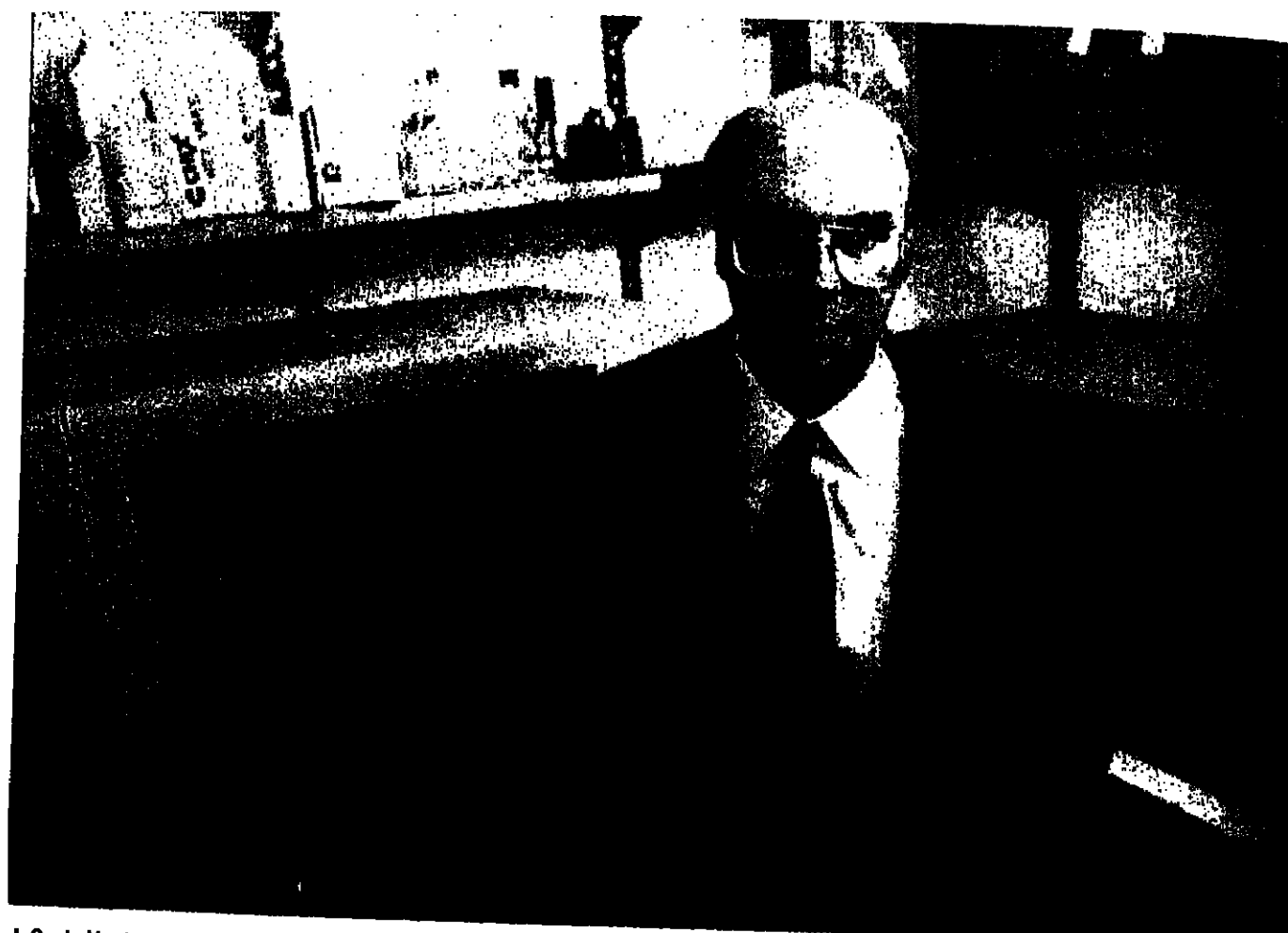
The day before the opening, Ms. Houlberg, an associate professor of art and anthropology at the School of the Art Institute of Chicago, presented a paper on Yoruba art at the college-art conference.

She said her scholarly work, on death rituals, ties in neatly with her passion for Elvis. A colleague at the School of the Art Institute also had work in the show, including one piece in which Elvis's sneering lips were superimposed on the face of the Mona Lisa.

The conference included two sessions in which Stanford University graduate students connected works of art to television.

Michelle Meyers drew parallels between Christo and David Lynch, the creator of "Twin Peaks," both of whom wrapped women's bodies in their works. And Lesley Wright found similarities between 19th-century realist American paintings and television sitcoms.

She focused on the artist J. G. Brown, who created more than 100 paintings of New York City shoe-shine boys, which were very popular in their time. Ms. Wright argued that the paintings and television shows are both "consensus narratives" that state idealized middle-class values.



J. Craig Venter of the National Institutes of Health with machines that help to automate the identification of genes: "Our No. 1 goal is to use this to uncover human disease genes and to understand the human brain."

Using Powerful Machines, an NIH Researcher Leads Effort to Identify Human Genes

Although 2,700 genetic sequences have been found, some scientists question the value of the work

By DAVID L. WHEELER

ROCKVILLE, MD. On a wall in the narrow hallway leading to J. Craig Venter's office are 39 sheets of 8½-by-11 paper filled with nothing but the letters C, G, A, and T.

Mr. Venter, who is chief of the Receptor Biochemistry and Molecular Biology Section at the National Institute of Neurological Disorders and Stroke here, spent three frustrating years with his colleagues finding eight genes hidden in that pattern of letters. The order of the letters, each of which represents one of the four chemicals that make up DNA, or deoxyribonucleic acid, shows the sequence of the chemicals in part of a human chromosome.

Eight machines that helped the researchers conquer their frustration sit nearby. Two robots—Cathy and Ricky—and a bank of six other machines known as sequencers were combined with considerable computer power to identify more than 2,700 previously unknown genes.

Controversy Over Rights

Mr. Venter and his colleagues identified the genes with "expressed sequence tags"—a small section of the chemical sequence that makes up the entire gene. But the scientists do not yet know the entire structure of the genes they have found.

The disclosure in October that the National Institutes of Health had filed a patent application for some of the sequences triggered a controversy about when scientists should try to obtain the patent rights to genes. The dispute, renewed this month

by the filing of another patent application, has overshadowed a scientific debate about what impact Mr. Venter's approach to identifying genes will have on the Human Genome Project.

Identifying 144 Genes a Day

Mr. Venter has only begun to get financial support from the genome project, which seeks to find the location of all genes on the chromosomes and to find the entire sequence of the chemical units on all 24 chromosomes. The project is backed by the National Institutes of Health and the Department of Energy.

He concedes that his method has limitations, but he thinks it can be used to identify and sequence most of the 50,000 to 100,000 human genes in five years.

Many other scientists are skeptical. They say Mr. Venter's scientific shortcut may be fast but misses too much important information and will not speed up the work of finding the genes that cause human disease. "It may not be as useful as Craig might have us believe," says David Galas, associate director for health and environ-

A gene known to control

the calcification of bone, for example, was also found to be activated in brain cells, earning it the name of "the bonehead gene."

mental research at the Department of Energy.

Mr. Venter says his laboratory's work, not elaborate arguments, will prove the worth of his approach. The laboratory is now identifying genes at a rate of 144 each working day. Mr. Venter described his initial discoveries in two articles in scientific journals, and he says his next paper will probably outline information obtained on about 10,000 genes. By next Christmas, Mr. Venter predicts, his laboratory and others like it will have identifying sequences for a quarter of the human genes.

Other laboratories are using the same method. At a conference last month in Japan, scientists from the University of Osaka reported identifying about 1,000 genes activated in the human liver. A Swedish team has identified 171 genes from mouse testicles. British researchers copied a data base that contains all the information supporting Mr. Venter's most recent paper on the first day that it was publicly available.

"You've Just Begun"

Some scientists question whether Mr. Venter's laboratory and others have really identified genes. The tags give scientists a limited ability to compare genes in data bases, other researchers acknowledge, and to obtain genes that look interesting on the basis of such comparisons. But Mr. Venter's work is dismissed by many as factory science that is randomly sequencing bits of DNA without much intellectual direction.

"You don't know where the genes are

Scholarship

on the chromosomes. You don't know what they do. You've just begun," says Norton D. Zinder, a professor of genetics at Rockefeller University and a former chairman of the program advisory committee for the genome project.

Unless patents are granted on the sequences, says Mr. Zinder, little incentive exists for others to follow in Mr. Venter's tracks. Patent rights, Mr. Zinder says,

The work is dismissed by many

as factory science. "You

don't know where the genes

are on the chromosomes.

You don't know what they do.

You've just begun."

might drive others to try rapidly to obtain the rights to large numbers of genes. But, he says, that would make the "genome project leap to exactly what it should not be about—competition and contention instead of collaboration."

Reid G. Adler, the director of NIH's Office of Technology Transfer, says similar scientific fears of destructive competition stemming from patents have proved to be unfounded at every previous step in the development of biotechnology.

Mr. Venter says his laboratory is expanding its scientific horizons and its collaborative work to make sure the methods it has developed are put to good use. In the past the laboratory has concentrated chiefly on searching for genes expressed in the human brain.

Studying Forms of Cancer

In a forthcoming paper, Mr. Venter and colleagues will propose sequencing all of one chromosome. He also wants his laboratory to sequence the entire length of about 2,000 genes. In collaboration with other laboratories, Mr. Venter's team wants to speed up the mapping of the newly identified genes on the chromosomes.

The laboratory is also planning to compare the genes activated in tumor cells with those activated in normal cells from the same tissue to try to understand some forms of cancer.

"Our No. 1 goal is to use this to uncover human disease genes and to understand the human brain," Mr. Venter says.

He adds that one collaboration with scientists at Yale University and Children's Hospital in Boston has already led to the location of what might be the genetic flaw that causes a rare neurological disease called Angelman syndrome. Those with the syndrome laugh frequently and move their limbs with a jerky, puppet-like quality.

David C. Ward, a professor of genetics at Yale who received DNA from Mr. Venter in that research, says that in the long run Mr. Venter's approach will help scientists map the complete set of human genes.

As scientists learn more about which parts of genes do what, Mr. Ward says, even short sequences may give clues to gene function. "Today we might not understand something Craig has sequenced," he says. "But in six months we may come to understand a gene that shares

Continued on Following Page

RESEARCH NOTES

- Skull fragment found to push back date of human ancestors
- 'National Geographic' said to reinforce view of U.S. primacy
- S. American drylands seen as critical for mammalian diversity
- Study finds a trained mind uses less energy than untrained one

Scientists say they have uncovered evidence that extends by half a million years the emergence of the earliest direct ancestors of humans.

Until now, paleontologists had established a firm age of 1.9 million years for the fossilized remains of those ancestors, the line of hominids known as *Homo*. In the February 20 issue of *Nature*, a team of researchers headed by Andrew Hill, an associate professor of anthropology at Yale University, reports that a *Homo* fossil uncovered in Kenya is 2.4 million years old.

If confirmed, the date would place the appearance of the *Homo* line at roughly the same time as a period of rapid cooling of the earth's climate.

That rapid climate change was associated with the introduction of an unusually large number of new plant and animal species, Mr. Hill and his colleagues think that the change may also have given rise to the earliest direct ancestors of humans.

The newly discovered fossil is a fragment of a skull with a wide base that scientists consider unique to *Homo*. It was uncovered in 1967 at a site that was then believed to be four million years old and was tentatively categorized as belonging to *Homo*. But some paleontologists did not accept that *Homo* date and placed the skull fragment in the genus *Australopithecus*, an older, smaller-brained ancestor to *Homo*.

Since then, scientists have gathered more fossils, enabling Mr. Hill to compare the skull with those of both the *Homo* and *Australopithecus* lines. Scientists have also developed new methods to determine the age of fossils and the rocks in which they are found.

In the current research, Mr. Hill's colleagues—Alan Deino, Gurniss Curtis and Robert Drake, scientists at the Geochronology Laboratory at the Institute of Human Origins in Berkeley, Cal.—used a method known as argon-argon dating to determine the age of the volcanic ash in which the skull fragment was located.

—CHRIS RAYMOND

For much of its history, "National Geographic" magazine has reinforced America's vision of its ascendant place in the world, say two anthropologists at the State University of New York at Binghamton.

The National Geographic Society was founded in 1888, at a time when the United States was becoming increasingly confident of its international status. Jane Collins and Catherine Lutz say in the winter issue of *The South Atlantic Quarterly*. The society's unofficial philosophy, demonstrated in the pages of its monthly magazine, amounted to what the authors describe as an "optimistic" social evolutionism, or a belief that progress would be achieved through the triumph of reason, but that certain residual inequalities were nevertheless inevitable and justifiable.

Thus, the authors say, the pages of

the magazine implicitly compared third-world countries with Western societies, especially American society, by juxtaposing, for example, articles on native rituals in New Guinea and farming practices in New England.

Photography played a key role in such comparisons, the authors argue. For many older Americans, they note, the experience of growing up with *National Geographic* was defined by the pictures of the bare-breasted native women of third-world countries. At the outset, the editors defended the use of such pictures in the interest of scientific accuracy, but a "race-gender code" was clearly at work, Ms. Collins and Ms. Lutz say. With two recent exceptions, none of the women thus pictured were white.

On the other hand, *National Geographic*'s editors had a stated policy against running articles that were controversial or not of a "kindly nature"—confirming the progressive nature of the magazine's social-evolutionary slant, the authors say.

The spread of anti-colonialist struggles around the world in the 1960's and 70's created particular problems for *National Geographic*, Ms. Collins and

Ms. Lutz say. The magazine began to avoid images of Westerners in colonial settings, the authors note, thereby deflecting uncomfortable questions about their presence there.

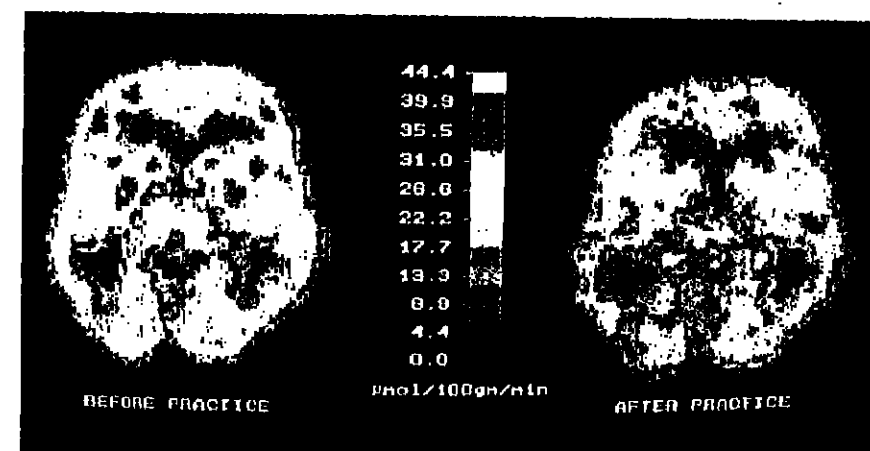
—ELLEN K. COUGHLIN

Conservation groups that want to save the greatest number of mammalian species in South America should concentrate on preserving dry areas, rather than tropical rain forests, a zoologist says.

Michael A. Mares, a professor of zoology at the University of Oklahoma at Norman and director of the Oklahoma Museum of Natural History, studied the distribution of 883 mammalian species over six groups of habitats, such as lowland Amazon forest, upland semideciduous forest, and drylands. The drylands, which include deserts, scrublands, and grasslands, make up 57 percent of South America and contain more endemic species of mammals than any of the other groups of habitats, he found.

Mr. Mares reports the study in the February 21 issue of *Science*.

—DAVID L. WHEELER



PET scans of subject before and after playing a computer game show that, with practice, the brain consumes less glucose. Colors show amount of glucose used.

Researchers have discovered that a highly trained mind engaged in a complex task uses less energy than an untrained one.

Scientists at the University of California at Irvine arrived at that conclusion after conducting brain scans on trained and untrained subjects who played a challenging computer game.

While learning a task, they found, the brain appears to find a way to economize on fuel.

In their study, the details of which appeared in the January 20 issue of *Brain Research*, Richard J. Haier, a professor of psychiatry and human behavior at Irvine, and colleagues at the university's Brain Imaging Center used PET—Positron Emission Tomography—scans to measure the brain function of their research subjects.

By injecting them with a radioactive tracer that is absorbed in greater quantities in areas of the brain with high rates

of activity, the researchers were able to determine the relative amounts of energy expended by the subjects' brains.

The results showed that subjects spent less energy after they learned how to play the computer game and were making scores seven times as high as in their first game.

Mr. Haier says the finding lends support to the hypothesis that neural efficiency may be a major factor in mental performance. How the brain may be achieving that efficiency, however, remains unknown.

"The implication is that we need to think about the different ways the brain can be efficient," says Mr. Haier. "What seems most likely is that the brain is efficient because it uses only certain important circuits rather than many extraneous circuits. It might be that the brain learns over time what circuits not to use to perform a task."

—KIM A. McDONALD

NIH Researchers Use Machines to Identify Human Genes Rapidly

Continued From Preceding Page

Mr. Venter conceived of his method of identifying genes in May 1990 on a 12-hour plane ride back to the United States from Japan. He thought he could apply automated sequencing approaches to "libraries" of a form of synthetic DNA known as complementary DNA, or cDNA. The libraries consist of copies of human genes, stored in bacteria, that are known to be activated in a given tissue.

Cells Serve as Detectives

The synthetic DNA chemically complements molecules of "messenger RNA," or ribonucleic acid, which carries the information on

genes to other parts of the cell, where the information is turned into the proteins that perform cellular functions.

In their mature stages, messenger RNA's contain only the functioning gene, stripped of meaningless spacers and the chromosomal regions that regulate genes. In Mr. Venter's scheme, the cells themselves serve as the detectives that can find the functional genes along what looks to humans like a long, meaningless stretch of the four-letter DNA code. "Virtually every cell in the body is smarter than the smartest computer," says Mr. Venter.

When Mr. Venter returned to his laboratory from his trip to Japan, he persuaded Mark D. Adams,

who had just arrived at the laboratory from the University of Michigan with a Ph.D. in biochemistry, to try out the concept. "I couldn't convince anyone else in the laboratory to try this crazy idea," Mr. Venter says.

'Overabundance' of Sequences

In Mr. Venter's eyes, he has vindicated what was discarded as a worthless approach in the early stages of the genome project. His laboratory is cranking out identity tags for genes faster than the rest of the research community can absorb the information and locate the genes on the chromosomes.

"We're putting a lot of pressure on the mapping community," says Mr. Adams, who has been the lead author on both of the papers describing the gene identification.

Genome-project officials see the laboratory's output differently. "We have an overabundance of cDNA sequences, the utility of which is not clear," says Mr. Galas of the Energy Department, who serves as the head of the department's portion of the genome project. Mr. Galas says that the identifying sequences, although they may be long enough to help retrieve genes, may give misleading clues about the genes' functions.

Not much is new about Mr. Venter's method other than the rate at which he is doing it, Mr. Galas says.

Mark Guyer, assistant director for program coordination at the

"Never would I have predicted that we would find rice and barley genes expressed in the human brain."

National Center for Genome Research in the National Institutes of Health, says the sequences now have value only as "markers" that still need to be integrated into larger maps of chromosomes and genes.

The cDNA work, Mr. Guyer says, "does not appear to be cause for a major turn in the direction of the genome project."

Similarities Between Species

Those in Mr. Venter's laboratory say the approach is leading to more than large numbers of new sequences. The comparison of the sequences found in humans with known genes, they say, is advancing understanding about the similarities of genes between species. Mr. Venter's laboratory has found human genes that are similar to squid, fruit fly, corn, rice, barley, and roundworm genes.

"Never would I have predicted that we would find rice and barley genes expressed in the human brain," Mr. Venter says.

His laboratory has also found genes first identified in other human tissues that scientists were surprised to learn were turned on in the brain. A gene known to aid the calcification of bone, for example, was also found to be activated in brain cells, earning it the name of "the bonehead gene."

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB

The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate and are subject to change. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

Prayer, Power, and Production: The Jola of Casamance, Senegal, by Olu F. Linde (Cambridge University Press; 340 pages; \$34.95). Traces the origins of dramatic differences in the organization of agricultural work in three Jola rice-cultivating villages in the Senegalese region.

ART

A Byzantine Masterpiece Recovered, the Thirteenth-Century Mural of Lysi, Cyprus, by Annemarie Weyl Carr and Lawrence J. Morrocco (University of Texas Press/Menil Foundation; 157 pages; \$37.50 hardcover, \$19.95 paperback). Describes the history, recovery, and restoration of paintings stolen from a church in northern Cyprus.

BIOLOGY

Morphometric Tools for Landmark Data: Geometry and Biology, by Fred L. Bookstein (Cambridge University Press; 384 pages; \$89.95). Discusses methods in morphometrics, or the statistical study of biological shape and shape change.

BUSINESS

Dynamics of Organizational Populations: Density, Legitimation, and Competition, by Michael T. Hannan and Glenn R. Carroll (Oxford University Press; 304 pages; \$49.95). Uses data on labor unions, life insurance companies, and other enterprises to examine sources of growth or decline in populations of organizations.

CLASSICAL STUDIES

The Illiad: A Commentary, Volume IV: Books 24-48, by Richard Janko (Cambridge University Press; 427 pages; \$84.95 hardcover, \$29.95 paperback). The fourth work in a six-volume study of the epic poem.

COMMUNICATIONS

Televised Presidential Debates: Advocacy in Contemporary America, by Susan A. Hellweg, Michael Pfau, and Steven R. Brydon (Praeger Publishers; 200 pages; \$45 hardcover, \$15.95 paperback). Discusses the sponsorship, format, character, and impact of presidential candidates' debates, with a focus on elections in 1960, 1976, 1980, 1984, and 1988.

CRIMINAL JUSTICE

Waging the Battle Against Drunk Driving: Issues, Countermeasures, and Effectiveness, by Gerald D. Robin (Greenwood Press; 160 pages; \$42.95 hardcover, \$13 paperback). Topics include federal and state initiatives against drunk driving, third-party liability for alcohol-related accidents, and the role of such groups as Mothers Against Drunk Driving.

ECONOMICS

Business Organization and the Myth of the Market Economy, by Williamazonick (Cambridge University Press; 350 pages; \$39.95). Examines changing investment strategies and organizational structures in Britain and the United States in the early 20th century, and in Japan and the United States in more recent times.

The Polish Economy: Legacies from the Past, Prospects for the Future, by Raphael Shen (Praeger Publishers; 256 pages; \$45). Discusses Poland's transition to a market economy.

Strategic Planning in Technology Transfer to Less Developed Countries, by Christian N. Madu (Quorum Books; 224 pages; \$47.95).

Wages and Employment Adjustments in Local Labor Markets, by Randall W. Eberts and Joe A. Stone (W. E. Upjohn Institute for Employment Research; 133 pages; \$23 hardcover, \$13 paperback). Considers how labor markets adjust to such things as company openings and closings.

EDUCATION

Colonial Education for Africans: George Stark's Policy in Zimbabwe, by Dickson A. Mungazi (Praeger Publishers; 184 pages; \$23.95). Describes the goals and consequences of educational policies developed by the administrator who was Di-

rector of Native Education in Zimbabwe (then Rhodesia) from 1934 to 1954. *Education and Women's Work: Female Schooling and the Division of Labor in Urban America, 1870-1930*, by John L. Rury (State University of New York Press; 277 pages; \$59.50 hardcover, \$19.95 paperback). *Social Studies in Schools: A History of the Early Years*, by David Warren Saxe (State University of New York Press; 10 pages; \$7.50 hardcover, \$18.95 paperback). Discusses the teaching of social studies in American public schools from the 1880's to the 1920's.

FILM STUDIES

Sidney Lumet: Film and Literary Vision, by Frank R. Cunningham (University Press of Kentucky; 274 pages; \$35). Traces the contemporary American director's career from *12 Angry Men* (1957) to *Q & A* (1990), with a focus on his cinematic adaptations from literary sources.

HISTORY

Ancient and Medieval Manuscripts: Studies in the Reconstruction of the Past, by Janet Coleman (Cambridge University Press; 648 pages; \$85). Examines medieval interpretations of ancient texts.

Aspirations and Anxieties: New England Workers and the Mechanized Factory System, 1815-1860, by David A. Zaret (Oxford University Press; 30 pages; \$45). Describes workers' responses to technological innovation and socioeconomic change during the period.

Black Georgetown Remembers: A History of the Black Community from the founding of 'The Town of George' in 1784 to the Present Day, by Kathleen K. Lewis, Valerie Babb, and Carroll L. Gibbs (Georgetown University Press; 184 pages; \$30). Combines documentary and oral sources in a history of black Georgetown, a once-independent town that was annexed to Washington in 1878. *Fields of Knowledge: French Academic Culture in Comparative Perspective, 1880-1920*, by Fritz Ringer (Cambridge University Press; 400 pages; \$64.95). Includes comparisons of French and German academic culture.

From Paralysis to Fatigue: A History of Psychosomatic Illness in the Modern Era, by Edward Shorter (Free Press; 419 pages; \$24.95). Shows how patients' psychologically induced symptoms have reflected changing medical models of disease, as well as shifts and tensions in the wider society.

Goths and Romans AD 332-489, by Peter Heather (Oxford University Press; 400 pages; \$81). Traces the rise of the Goths and Visigoths, and describes their role in the collapse of the Roman Empire. *The Huguenots in England: Immigration and Settlement, c. 1680-1700*, by E. J. Cottrell (Cambridge University Press; 300 pages; \$59.50). Describes the lives of French Protestants who fled to England in the face of persecution by the Bourbon regime.

Nasser's "Blessed Movement": Egypt's Free Officers and the July Revolution, by Joel Gerdman (Oxford University Press; 272 pages; \$35). Examines policies during the early years of military rule after the July 1952 coup in which Nasser and officers of the Free Officers movement overthrew Egypt's parliamentary regime.

Native Society and Disease in Colonial Ecuador, by Suzanne Austin Alchon (Cambridge University Press; 176 pages; \$39.50). Considers the impact of European diseases on the indigenous populations of the north-central highlands of Ecuador.

Radicalism and the Origins of the Vietnamese Revolution, by Hue-Tam Ho Tai (Harvard University Press; 336 pages; \$14.95). Discusses student strikes and other 1920's and 30's manifestations of Vietnamese "radicalism." *Soft Saints and State Power: The 'Writ of Sind' 1843-1947*, by Sarah F. D. Austin (Cambridge University Press; 208 pages; \$54.95). Describes the role of *piris* or *Sufi* holy men in the political system of Sind in British-ruled India.

Survival and Regeneration: Detroit's African American Community, by Edmund J. Leffert (University Press; 340 pages; \$29.95). Examines the history of rural Indian migration to Detroit, the newcomers' problems of adjustment to urban life, and the network of leaders and organizations that arose in the 1970's to meet community needs.

Thomas and Adams: Bonding, Love, and Death, 1784-1870, by Martin Saxe (Foundation of Thanatology; 228 pages; \$27). Uses diaries and other writings to examine the inner lives of members of the two families of Sir Henry Clinton, commander in chief of British forces in the American Revolutionary War, who inherited legitimate and illegitimate children in Britain and America, respectively. Continued on Page A11.

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NEW SCHOLARLY BOOKS

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HISTORY OF SCIENCE

Nationalism and Internationalism in Science, 1880-1980: Four Studies of the Nobel Prize. By Elizabeth Crawford (Cambridge University Press: 160 pages; \$44.95). Draws on biographical studies of Nobel Prize winners to challenge the notion that universalism and internationalism are inherent in science.

LAW

The Constitution and the Economy: Objective Theory and Critical Commentary. By Michael Conant (University of Oklahoma Press: 410 pages; \$39.95). Considers such topics as the economic implications of the "due process" and "equal protection" clauses of the 14th Amendment. **Unequal Bargaining: A Study of Vitiating Factors in the Formation of Contracts.** By John C. Coatsworth (Oxford University Press: 288 pages; \$42.50). Discusses misrepresentation, duress, undue influence, and other factors that can invalidate contracts.

LIBRARY SCIENCE

Books and Blueprints: The American Public Library. By Donald E. Ochs (Greenwood Press: 200 pages; \$42.95). Describes the design and construction of America's largest public library buildings from 1850 to 1980.

LINGUISTICS

Variation in Interlanguage Morphology. By Richard Young (Peter Lang Publishing: 279 pages; \$44.95). Develops a model for describing variations in the linguistic performance of second-language learners; presents data on the use of plurals by Chinese students of English in Philadelphia.

LITERATURE

Critical Approaches to Isabel Allende's Novels. Edited by Sonia Riquelme Rojas and Edna Aguilar Rebeiro (Peter Lang Publishing: 200 pages; \$33.95). Includes original essays on the work of the contemporary Chilean writer.

Cultural Diffusion of Spanish Humanism in New Spain: Francisco Carranza de Sotomayor's "Diálogo de la dignidad del hombre." By Dianne M. Bono (Peter Lang Publishing: 161 pages; \$37.95). Transcription and study of the 16th-century Spanish scholar's augmented edition of his predecessor Fernán de Oliva's dialogue.

Deleuze and His Discontents. By Eugene Goodheart (Columbia University Press: 200 pages; \$35). Uses works by Camus, Proust, Mann, and other writers to challenge the notion of "illimitable desire" as a liberating force.

D. H. Lawrence's Language and Being. By Michael Bell (Cambridge University Press: 256 pages; \$34.95). Discusses the English writer's efforts to express the nature of being through language.

The Letters of Ralph Waldo Emerson, Volume Eight, 1848-1853. Edited by Eleanor M. Tilton (Columbia University Press: 633 pages; \$30). The eighth volume in an edition of the American writer's correspondence; includes letters discovered since Ralph L. Rusk's 1939 edition of *Agency in Theory and Fiction*, by Paisley Livingston (Cambridge University Press: 290 pages; \$49.95). Links concepts of rationality, choice, and action in philosophy and the social sciences to related issues in literature.

Milton's "History of Britain": Republican Historiography in the English Revolution. By Nicholas von Maltzahn (Oxford University Press: 256 pages; \$35). Combines a study of the English poet's historical legacies with discussion of his republican allegiances from the 1640s to the 1670s.

Poeticism and the Discontent: Problems in French Classical Culture. By Peter Franco (Cambridge University Press: 256 pages; \$34.95). Explores the role and nature of the ideal of poeticism in 17th- and 18th-century French, British, and Russian literature.

The Political Aesthetics of Yeats, Eliot, and Pound. By Michael North (Cambridge University Press: 288 pages; \$49.95). Discusses the relationship between aesthetic liberalism and politics; is described here as the three writers' efforts to resolve basic contradictions in modern liberalism.

There Is No True Truth: The Musical Aspect of Brecht's Poetry. By Nachum Schaffman (Greenwood Press: 200 pages; \$39.95). Considers both the English poet's accomplishments as a musician and the influence of music in his poetry.

The Topology of Being: The Poetics of the Shadow Object. By Judith Halber-Stanton (Peter Lang Publishing: 151 pages; \$33.95). Draws on Martin Heidegger's hermeneutic phenomenology in a study of the 20th-century American poet.

Jesus Christ for the Modern World: The Christology of the Catholic Theologian Hans Urs von Balthasar. By Douglas McCready (Peter Lang Publishing: 353 pages; \$32.95). Examines the Christological thought of 19th- and 20th-century German theologians at the University of Tübingen.

Psalm-Poem and Psalter-Glosses: The Late Middle Ages. By James H. Marston (Peter Lang Publishing: 288 pages; \$39.95). Considers the late Middle Ages as a period of transition between the medieval and the modern.

William F. Flaherty, assistant professor of anthropology, Columbia U.; Nepal. **Donald W. Foster, professor of anthropology, Phillips Exeter Academy; Mexico.** **Robert J. Foster, assistant professor of anthropology, U. of Rochester; Australia.** **Andrew I. Geralt, adjunct assistant professor of anthropology, Western Michigan U.; El Salvador.** **James B. Greenberg, associate research anthropologist in the Bureau of Applied Research in Anthropology, U. of Arizona; Mexico.** **Ellen R. Gruenbaum, associate professor of anthropology, California State U. at San Bernardino; Sweden.** **Arthur W. Hahweg, professor and chair of anthropology, Western Michigan U.; Romania.** **Ellen C. Horvath, director of the International Council of Museums Committee, American Association of Museums; Cyprus.** **Marlene C. Hollis, associate professor of anthropology, Brown U.; Hungary.** **Richard H. Kesting, assistant professor of ethnology, U. of California at Los Angeles; Japan.** **Robert V. Kemper, professor of anthropology, Southern Methodist U.; Mexico.** **Jonathan D. Kent, assistant professor of anthropology, Metropolitan State College; Ecuador.** **John K. Lundy, professor of anthropology, Clark College (Wash.); United Kingdom.** **Thomas L. MacLellan, independent scholar; Mishawaka, Ind.; Syria.** **Richard A. Morris, adjunct scholar in the Russian and Eastern European Studies Center, U. of Oregon; U.S.S.R.** **Arthur D. Murphy, associate professor of anthropology, Georgia State U.; Mexico.** **John W. Olsen, associate professor of anthropology, U. of Arizona; U.S.S.R.** **Grant A. Olson, research associate and editor in the Center for Southeast Asian Studies, Northern Illinois U.; Thailand.** **Gary W. Pahl, chair of anthropology, San Francisco State U.; China.** **John G. Pask, associate professor of sociology, North Carolina State U.; Poland.** **Deborah Pellow, associate professor of anthropology, Syracuse U.; Japan.** **Frank Prossman, independent scholar; Alexandria, Va.; Thailand.** **Ronald Provencher, professor of anthropology, Northern Illinois U.; Thailand.** **Diana B. Putman, foreign service officer in the Project Management Office, Tunis; Japan.**

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Addresses of Publishers

Cambridge U. Press, 40 West 20th Street, New York 10011. **Columbia U. Press, 682 West 113th Street, New York 10025.** **Foundation of Theology, Columbia-Presbyterian Medical Center, 6130 West 188th Street, New York 10032.** **Free Press, 886 Third Avenue, New York 10022.** **Georgetown U. Press, Intercultural Center, Room 111, Washington 20057.**

Greenwood Press, 88 Post Road West, Westport, Conn. 06881. **Harvard U. Press, 79 Garden Street, Cambridge, Mass. 02138.** **Peter Lang Publishing, 62 West 45th Street, New York 10013.** **Oxford U. Press, 200 Madison Avenue, New York 10010.** **Præger Publishers, One Madison Avenue, 11th Floor, New York 10010.** **Quorum Books, 88 Post Road West, Westport, Conn. 06881.** **State U. of New York Press, State University Plaza, Albany, N.Y. 12246.** **U. of Oklahoma Press, 1005 Asp Avenue, Norman, Okla. 73019.** **U. of Texas Press, Box 7819, Austin, Tex. 78713.** **U. Press of Kentucky, 683 South Limestone Street, Lexington, Ky. 40506.**

W. E. Upjohn Institute for Employment Research, 300 South Westnoodg Avenue, Kalamazoo, Mich. 49007. **Wayne State U. Press, Leonard N. Simons Building, 5959 Woodward Avenue, Detroit 48202.** **Wyndham Hall Press, P.O. Box 1129, 52857 CR 21, Bristol, Ind. 46507.**

In and Old English Psalter-Text Background to "Kontinuum Psalm 50," by Sarah Larat Keefe (Peter Lang Publishing: 177 pages; \$36.50). Analyzes the relationship between Old English translations of Latin psalters and a particular Old English paraphrase of Psalm 50. **A Theology of Compromise: A Study of Method in the Ethics of Charles E. Curran.** by Richard G. Heffernan (C. U. Press: 273 pages; \$44.95). Explores the contemporary American Catholic scholar's impact on moral theology.

Towards a Society That Serves Its People: The Intellectual Contributions of El Salvador's Mestizo Intellectuals. Edited by John Hassett and Hugh Lacey (Georgetown University Press: 405 pages; \$14.95).

Translation of theological and political writings by Ignacio Ellacuría, Ignacio Martín-Baró, and Segundo Montes, three Jesuit priests who were murdered in El Salvador in November 1989. **Trinitarian Hermeneutics: The Hermeneutic of Karl Barth's Doctrine of the Trinity.** by Henricus C. I. Esch (Peter Lang Publishing: 286 pages; \$47.50). Examines the role of the doctrine of the Trinity in the Swiss theologian's Church Dogmatics (1912).

SOCIAL WORK

AIDS and Ethics. Edited by Frederic M. Reamer (Columbia University Press: 31 pages; \$29.50). Includes original essays.

950 Scholars Receive Fulbright Awards for Work Abroad

The J. William Fulbright Foreign Scholarship Board and the U.S. Foreign Scholarship Board have announced that 950 academics, professionals, and independent scholars have received awards to lecture, consult, or conduct research abroad in 1991-92.

Following, listed by discipline, are the names of this year's American Fulbright scholars, with the names of their home institutions and the countries in which they are lecturing or conducting research. Also listed are the grantees in five special programs: the U.S.-German International Education Administrators Program, the Japan International Education Administrators Program, the U.S.-United Kingdom College and University Academic Administrators Program, and the Workshop on Museums and Conservation.

AGRICULTURE
Robert K. Bacon, associate professor of agronomy, U. of Arkansas; Romania. **William R. Bentley,** senior program officer of Winrock International (New Haven, Conn.); New Zealand. **William J. Bramlage,** professor of plant and soil sciences, U. of Massachusetts at Amherst; New Zealand. **Allen S. Palack,** associate professional scientist in the Center for Economic Entomology, Illinois Natural History Survey (Champaign, Ill.); Cyprus.

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Scholarship

Sociology

African-American Husband: A Study of Black Family Life. by Ron S. Landolt (Wm. E. Upjohn Institute: 108 pages; \$17.95 paperback). \$14.95 paperback. Analyzes factors that contribute to a husband's "family life satisfaction" among non-married men.

Goals in Process: American Values and the Future of Technology. by William S. Hambridge (State University of New York Press: 268 pages; \$54.50 hardcover, \$17.95 paperback). Uses data from a survey of 4,000 Americans to examine the values Americans attach to the future.

The Retreat of Scientific Realism: Changing Concepts of Race in British and United States Between the World Wars. by Elazar Barkan (Cambridge University Press: 440 pages; \$49.50). Examines origins and social consequences of racial differences from biological to cultural explanations for racial differences.

The Sociology of Shakespeare's Plays. by George V. Ains (Peter Lang Publishing: 233 pages; \$39.95). Considers Shakespeare's plays and 17th-century England from the perspective of sociological theory.

The Structure of Portuguese Society in the Failure of the Revolution. by Domingos M. Machado (Greenwood Press: 240 pages; \$47.95). Links Portugal's social structure to the policies of the new regime that ruled from 1926 to 1974.

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Paul D. McHale, associate professor of economics, Georgetown U.; New Zealand.
Jan M. S. Michal, professor of economics, State U. of New York at Binghamton; Czech and Slovak Federal Republic.

Faiyaz A. Naseer, president, U.S. Trust International Management and Consulting Company (Spring, Tex.); China.
Josephine E. Olson, associate professor of business administration, U. of Pittsburgh; Sweden.

Val D. Rust, professor of education, U. of California at Los Angeles; Germany.
Janet W. Bolinger, director of the Resident Associates Program, Smithsonian Institution; New Zealand.

Marilyn W. Stanner, chair of educational studies, California U. of Pennsylvania; Malaysia.
Robert D. Stearns, director of Upward Bound, Southwestern Indian Polytechnic Institute (Albuquerque, N.M.); U.S.S.R.

Bradford R. Stoker, associate professor of language training, Miami-Dade Community College; Nicaragua.
Uwe H. Stuehmer, associate professor of psychology and mental health, U. of Minnesota at Duluth; Ecuador.

Eldred W. Teetzel, associate professor of speech pathology and audiology, Ithaca College; Cyprus.
Kenneth O. Tillman, professor of international education, Trenton State College; Germany.

Paul Villan, assistant professor of health science, New Mexico State U.; Mexico.
Harry F. Whitsett, professor of education, U. of Oregon; Thailand.

Scholarship

Thomas P. Ballantyne, associate professor of civil engineering, U. of New Hampshire; Brazil.

Attilio L. Bialo, principal, Afro Associates (Mountainside, N.J.); Malaysia.
Richard V. Calabrese, associate professor of chemical engineering, U. of Maryland at College Park; United Kingdom.

Jerry J. Cappel, assistant professor of electrical engineering, U. of Wyoming; Czech and Slovak Federal Republic.
Kerry M. Dooley, associate professor of chemical engineering, Louisiana State U.; the Netherlands.

Manohar J. English, professor of bioresource engineering, Oregon State U.; Zimbabwe.
John E. Haak, associate professor of mechanical engineering, Yale U.; Norway.

David W. Hubly, associate professor of civil engineering, U. of Colorado at Denver; Qatar.
Bor-Zang B. Jang, associate professor of materials engineering, Auburn U.; United Kingdom.

Kristina M. Johnson, associate professor of electrical and computer engineering, U. of Colorado at Boulder; United Kingdom.
Richard R. Johnson, associate professor of mechanical engineering, North Carolina State U.; Kenya.

Walter Konon, professor of civil and environmental engineering, New Jersey Institute of Technology; U.S.S.R.
Way Ruo, professor of industrial and manufacturing systems engineering, Iowa State U.; Kenya.

Alfred M. Lelek, associate professor of surveying engineering, U. of Maine; Brazil.
Raj P. Misra, professor of electrical and reliability engineering, New Jersey Institute of Technology; Portugal.

Robert C. Peterson, professor of paper science and engineering, Miami U. (Ohio); Portugal.
Thomas H. B. Sanders, professor of materials engineering, Georgia Institute of Technology; Argentina.

William D. Sheehan, professor of electrical engineering technology, State U. of New York A&T College at Alfred; Bahrain.
William B. Swinn, professor of mechanical engineering, Tennessee Technological U.; Fiji.

Sanford S. Thayer, professor of mechanical engineering, Colorado State U.; New Zealand.
Mark A. Tuman, assistant professor of civil and environmental quality engineering, U. of Alaska at Fairbanks; Peru.

Wen-Jai Wang, professor of mechanical engineering and mechanics, U. of Michigan; Czech and Slovak Federal Republic.
David A. Dunnette, associate professor of environmental science and public health, Portland State U.; Poland.

Donald A. Falk, executive director, Center for Plant Conservation (Jamaica Plain, Mass.); Australia.
Harry G. Olson, associate professor of agricultural engineering, Purdue U.; Brazil.

George Haisel-Kun, chair of the University Seminar on Pollution and Water Resources, Columbia U.; Hungary.
Gerhard H. Jirka, professor of civil and environmental engineering, Cornell U.; Argentina.

Bennerson Mathias, principal, Bryant Electronics Corp (Tacoma, Wash.); New Zealand.
Pattience L. McGuire, independent consultant, Austin, Tex.; El Salvador.

Marjina S. Melanson, associate professor of educational media and computer science, Arizona State U.; Turkey.
John T. Murray, professor of physics, Framingham State College; Philippines.

Mokshang Nkomo, associate professor of human services, U. of North Carolina at Charlotte; South Africa.
Yih-Wu Liu, professor of economics, Washington State U.; China.

Michael S. Malone, associate professor of economics, Washington State U.; China.
Paul D. McHale, associate professor of economics, Georgetown U.; New Zealand.

Jan M. S. Michal, professor of economics, State U. of New York at Binghamton; Czech and Slovak Federal Republic.
Faiyaz A. Naseer, president, U.S. Trust International Management and Consulting Company (Spring, Tex.); China.

Josephine E. Olson, associate professor of business administration, U. of Pittsburgh; Sweden.
Val D. Rust, professor of education, U. of California at Los Angeles; Germany.

950 Scholars Receive Fulbright Awards

Continued from Preceding Page

Source development, U. of Rhode Island: New Zealand.

Kathleen R. Spald, lawyer, Boise, Idaho: Peru.

Daniel H. Fouts, assistant professor of law, U. of Washington: Japan.

Michael R. Fowler, visiting assistant professor of government and foreign affairs, U. of Virginia: Australia.

Lauren Gilbert, associate, Arnold and Porter (Washington): Costa Rica.

Katherine M. Gove, assistant professor of law, U. of Mississippi: Hungary.

William B. Gough, professor of law, Stanford U.: South Africa.

Brian G. Hart, lawyer, Simpson, Thacher, and Bartlett (New York): U.S.S.R.

Peter H. Hay, professor of law, U. of Illinois at Urbana-Champaign: Germany.

Robert S. Kagan, professor of law, Brooklyn Law School: United Kingdom, Belgium, and Germany.

Thomas G. Kramm, professor of law, Georgetown U.: South Africa.

Howard A. Ladd, professor of law, Rutgers U. at Newark: Australia.

Thomas Lundmark, adjunct professor of law, U. of San Diego: Germany.

Percy R. Loney, associate professor of law, North Carolina Central U.: Japan.

Richard J. McLaughlin, director of the law center, U. of Mississippi: Japan.

Frances E. Olson, professor of law, U. of California at Los Angeles: Germany.

Susan Rose-Ackerman, professor of law, Stanford U.: Germany.

Arnold D. Rosenbaum, president, Pacific Energy and Resources Center (San Jose, Calif.): India.

Jeffrey I. Roth, visiting professor of law, Touro College: Hungary.

Joseph L. Schneider, professor of English and humanities, Curry College: Hungary.

Thomas J. Schenbaum, professor of law, U. of Georgia: South Africa.

Roy A. Schotland, professor of law, Georgetown U.: Japan.

Morton H. Silver, lecturer in the school of law, Catholic U. of America: Bulgaria.

James F. Smith, professor of law, U. of California at Davis: Uruguay.

John A. Svingo, professor of law, George Washington U.: Poland.

Una R. Stearns, Ford Foundation visiting expert in the department of law, U. of Beijing: China.

Daniel J. Steinbock, professor of law, U. of Toledo: United Kingdom.

Irwin P. Stotzky, professor of law, U. of Miami: Argentina.

George C. Summerfield, lawyer in the Office of Unfair Import Investigations, U.S. International Trade Commission (Washington): Romania.

Howard J. Taubman, professor of law, Southern Methodist U.: South Africa.

Laurel S. Terry, associate professor of law, Dickinson School of Law: Austria.

John W. Van Doren, professor of law, Florida State U.: Romania.

Jorge A. Vargas, professor of law, U. of San Diego: Mexico.

Robert P. Wasson, associate professor of law, Suffolk U.: Kenya.

Wendy A. Whitfield, associate professor of law, Southern Illinois U. at Carbondale: Ghana.

LIBRARY SCIENCE

David Block, Latin American librarian in the Olin Library, Cornell U.: Ecuador.

Vladimir T. Borovansky, head of Noble Science and Engineering Library, Arizona State U.: Czech and Slovak Federal Republic.

Anita L. Breland, senior industry representative for library solutions, International Business Machines Corporation (Milford, Conn.): Romania.

Ronald F. Chapman, head librarian and professor of library science, U. of Hawaii at Manoa: Romania.

Beth L. Curry, assistant professor of library and information studies, Texas Woman's U.: Kenya.

Samuel G. Demas, head of collection development in the university libraries, Cornell U.: Greece.

Martha A. Kesselman, coordinator of the department of electronic reference and instruction, Rutgers U. at Piscataway: United Kingdom.

Frederick W. Lancaster, professor of library and information science, U. of Illinois at Urbana-Champaign: India.

Martin L. LeVitt, assistant manuscripts librarian, American Philosophical Society (Library Philadelphia): United Kingdom.

Elaine R. Miller, librarian and branch manager for the Latin American Library, Oakland (Cal.) Public Library: Guatemala.

Marie G. Sonntag-Grigam, reference librarian, California State U. at San Marcos: Mexico.

Robert D. Stuart, professor and dean of the graduate school of library and information science, Simmons College: Thailand.

Kathy E. Tezla, librarian in the department of collection management, Emory U.: Hungary.

Thomas A. Tolman, associate professor of library science, U. of Nebraska at Omaha: Ecuador.

Stuart T. Walker, book conservator in the Department of Rare Books and Manuscripts, Boston Public Library: Ecuador.

Gary D. Widgren, head of the chemistry library, Indiana U.: Yugoslavia.

LINGUISTICS

Elaine S. Anderson, associate professor of linguistics, U. of Southern California: France.

John G. Bordie, professor of linguistics, U. of Texas at Austin: Pakistan.

Chunyan G. Chu, professor of African and Asian languages and literatures, U. of Florida: Taiwan.

Raymond H. Gilman, assistant professor of humanities, Jacksonville U.: Thailand.

John P. Harbison, associate professor of African studies, Boston U.: Mali.

Ann A. Jefferson, independent scholar, Ocala, Fla.: Zimbabwe.

Karen Jagan, professor of modern foreign languages, Albright College: Chile.

Leigh Laker, professor emeritus of linguistics, U. of Pennsylvania: India.

Maria L. Manes-Manelli, professor of French and Italian, U. of California at Davis: Romania.

LIBRARY SCIENCE

Thomas E. Payne, research associate in the department of linguistics, U. of Oregon: Chile.

David A. Phares, professor of Romance languages, U. of Florida: Germany.

Gilbert G. Rappaport, associate professor of Slavic languages, U. of Texas at Austin: Yugoslavia.

Alberto Rey, associate professor of Romance languages, Howard U.: Colombia.

Thomas A. Sabok, professor of language and semantics studies, Indiana U.: Uruguay.

Larry Selinker, professor of English, U. of Michigan: Germany.

Robert E. Wall, professor of linguistics, U. of Texas at Austin: Denmark.

Beth S. Williams, professor of linguistics, Princeton U.: Yugoslavia.

David R. Woods, associate professor of human communication studies, Howard U.: Congo.

James G. Woodward, research scientist in Culture and Communication Studies Program, Calicut U.: Burkina Faso and Guinea.

MATHEMATICS

Raymond G. Ayoub, professor emeritus of mathematics, Pennsylvania State U.: Syria.

Jacob E. Goodman, professor of mathematics, City College of City U. of New York: Sweden.

R. Neal Hart, professor of mathematics, San Houston State U.: Oman.

Joseph Horowitz, professor of mathematics and statistics, U. of Massachusetts at Amherst: India.

Burkhard K. Jahn, professor of mathematics, Ohio U.: India.

William B. Jones, professor of mathematics, U. of Colorado at Boulder: Norway.

Richard W. Madson, professor of statistics, U. of Missouri at Columbia: Malawi.

Anthony M. Michel, dean of engineering, U. of Notre Dame: Austria.

John A. Mohl, professor of mathematical sciences, U. of Wisconsin at Madison: Czech and Slovak Federal Republic.

Vladimir I. Oikler, professor of mathematics, Emory U.: Brazil.

Alexander G. Ramm, professor of mathematics, Kansas State U.: Israel.

Rae M. Sherr, associate professor of mathematics, Wesleyan U.: Germany.

Walter S. Sizer, professor of mathematics, Moorhead State U. (Minn.): Ghana.

MEDICAL SCIENCES

Phoebe J. Beckett, associate professor of nursing, U. of New Mexico: India.

John D. Cleary, professor of clinical pharmacy, U. of Mississippi: Iceland.

Marga F. Coler, professor of nursing, U. of Connecticut: Brazil.

Charles M. Culver, professor of psychiatry, Dartmouth Medical School: Uruguay.

James T. Douglas, professor of microbiology, U. of Hawaii at Manoa: Belgium.

Michael D. Fetters, professor of family medicine, U. of North Carolina at Chapel Hill: Japan.

Marcia B. Goldberg, clinical and research fellow in the infectious-disease unit, Massachusetts General Hospital (Boston): France.

Evangelina C. Gronoth, associate professor of nursing, Arizona State U.: Botswana.

Tony S. Kellar, research assistant professor of mechanical engineering, U. of Vermont: Sweden.

Ida M. Macdonald, professor of family health-care nursing, U. of California at San Francisco: South Korea.

Ann L. McQuacken, professor of nursing and health, U. of Cincinnati: Norway.

Margaret A. Miller, associate professor of veterinary pathology, U. of Missouri at Columbia: Spain.

Carla M. Obermeyer, assistant professor of population sciences, Harvard U.: Morocco.

Marylou W. Phillips, associate professor of medical imaging, Holy Family College: Iceland.

John E. Pinter, associate professor of anatomy, Columbia U.: Australia.

Mowafik D. Salama, associate professor of environmental health, Colorado State U.: Nepal.

Ann C. Snyder, associate professor of human kinetics, U. of Wisconsin at Milwaukee: the Netherlands.

Kathryn L. Vigen, associate professor and head of the department of nursing, Luther College: Malta.

Margaret J. Watson, dean of the school of nursing, U. of Colorado at Denver: Sweden.

William B. Weinberg, professor of health sciences, U. of Wisconsin at Milwaukee: France.

Phoebe D. Williams, professor of nursing, U. of Florida: Philippines and Indonesia.

Richard A. Wilson, professor of veterinary science, Pennsylvania State U.: Hungary.

MUSIC

Robert W. Bennett, associate professor of music, U. of Oregon: Cyprus.

Todd Bief, assistant professor of music, New York U.: United Kingdom.

John L. Butler, musician, Brooklyn, N.Y.: Peru.

Joseph R. Celli, director of the cultural program, Miami-Dade Community College: South Korea.

Gary D. Dillworth, professor of music, California State U. at Sacramento: Taiwan.

John D. Dornenburg, lecturer on music, Stanford U.: New Zealand.

Orlando J. Garcia, assistant professor of music, Florida International U.: Venezuela.

Reed H. Gratz, professor and chair of music, U. of LaVerne: Austria.

Paul M. Hornbaker, assistant professor of music, Oklahoma Christian U. of Science and Arts: Yugoslavia.

Kimberly A. Marshall, assistant professor of music, Stanford U.: Australia.

Rodney H. Oakes, instructor of music, Los Angeles Harbor College: Poland.

Ferdun H. Ozgoren, musician and instrument maker, Boston: Turkey.

Ramon A. Ramirez, piano tuner and technician in the department of music, U. of Texas at Austin: Mexico.

Genaro B. Santos, associate professor of music, Mary Holmes College: Jordan.

Barry L. Snyder, professor of music, U. of Rochester: U.S.S.R.

Scholarship

Ernst L. Stewart, assistant professor of prose writing, Berkeley College of Music: Ghana.

B. Geoffrey Thomas, adjunct professor of music, Duquesne U.: Hungary.

PHILOSOPHY

Babette E. Babich, assistant professor of philosophy and humanities, Fordham U.: Germany.

Raymond D. Bolavet, associate professor of philosophy, Siena College: France.

Ronald C. Brundage, professor of philosophy, U. of Kentucky: Japan.

Ronald L. Burn, associate professor of philosophy and religion, U. of Southern Mississippi: Thailand.

Nguyen T. Kim, professor of political science, U. of Connecticut: South Korea.

Samuel Kislay, professor of political science, U. of Minnesota: Japan.

John A. Logue, associate professor of political science, Keni State U.: Denmark.

Yogendra K. Malik, professor of political science, U. of Akron: India.

John P. Manley, professor of political science, Stanford U.: Italy.

Peter J. May, associate professor of political science, U. of Washington: Australia.

Jennifer L. McCoy, assistant professor of political science, Georgia State U.: Uruguay.

Josephine F. Milburn, professor of political science, U. of Rhode Island: Indonesia.

Tommy S. Montgomery, associate professor of Latin American studies, Ames Scott College: Belize.

Stephen D. Morris, assistant professor and director of international studies, U. of South Alabama: Mexico.

Robert A. Mortimer, professor of political science, Haverford College: Senegal.

David M. Olson, professor of political science, U. of North Carolina at Greensboro: Czech and Slovak Federal Republic.

Rhys G. Payne, assistant professor of political science, Virginia Polytechnic Institute and State U.: Tunisia.

Joseph R. Rudolph, professor of political science, Towson State U.: Czech and Slovak Federal Republic.

Stephen R. Rumelt, assistant professor of political science, Virginia Polytechnic Institute and State U.: Tunisia.

William Saffran, professor of political science, U. of Colorado at Boulder: France.

Emilia F. Sahlgren, associate professor of political science, U. of North Texas: Jordan.

Richard J. Samuels, professor of political science, Massachusetts Institute of Technology: Japan.

Thomas G. Sanders, visiting professor of political science, Earlham College: Nicaragua and El Salvador.

Edward V. Schtein, professor and chair of government affairs, U. of Wisconsin at Madison: Paraguay.

Barry M. Schatz, professor in the academic research center, Defense Intelligence College: Mozambique.

Margaret E. Sorenson, associate professor of political science, U. of Arkansas at Little Rock: Panama.

Timothy R. Souly, senior fellow in the Kellogg Institute, U. of Notre Dame: Uruguay.

Arthur A. Stahnske, professor and chair of political science, Southern Illinois U. at Edwardsville: Germany.

Gerald B. Strom, associate professor of political science, U. of Illinois at Chicago: Indonesia.

Charles L. Taylor, professor of political science, Virginia Polytechnic Institute and State U.: Hungary.

Thomas E. Turner, professor of political science, Wheeling Jesuit College: Kenya.

Peter Van Hees, associate professor of international studies, U. of Denver: Japan.

Howard J. Wiarda, professor of political science, U. of Massachusetts at Amherst: Argentina, Colombia, Mexico, and Venezuela.

W. Marvin Will, associate professor of political science, U. of Tulsa: Trinidad and Tobago and Jamaica.

Philip J. Williams, assistant professor of political science, U. of Florida: El Salvador.

Anna N. Yoder, professor of political science, U. of Idaho: Hungary.

PHYSICS & ASTRONOMY

Richard H. Durland, professor of astronomy, Indiana U.: Germany.

Robert M. Hamway, assistant professor of mathematics and physical sciences, Embury-Riddle Aerological U.: Syria.

Thomas F. Jordan, professor of physics, U. of Minnesota at Duluth: Germany.

Gregory Lapicki, professor of physics, East Carolina U.: Argentina.

Albert R. Menard, associate professor of physics, Saginaw Valley State U.: Turkey.

Sharon E. Nicholson, associate professor of meteorology, Florida State U.: Niger, Kenya, and Botswana.

Richard P. Ottenko, professor of physics, U. of Dallas: U.S.S.R.

Michael Poliak, professor of physics, U. of California at Riverside: U.S.S.R.

John R. Bablin, professor of physics, U. of Florida: Denmark.

POLITICAL SCIENCE

Douglas E. Ashford, professor of political science, U. of Pittsburgh: France.

John J. Bailey, professor of government, Georgetown U.: Mexico.

John S. Bendis, assistant professor of political science, Lewis and Clark College: Switzerland.

William L. Bennett, lecturer of Mexican-American studies, San Diego State U.: Mexico.

Robert R. Bezdok, associate professor of arts and humanities, Corpus Christi State U.: Mexico.

Julia M. Bunk-Fowler, visiting assistant professor of political science, U. of Virginia: Panama and Honduras.

James M. Carlson, professor of political science, Providence College: Hungary.

John J. Carroll, professor of political science, Southeastern Massachusetts U.: India.

J. Leo Cefkin, professor emeritus of political science, Colorado State U.: South Africa.

S. Steve Chan, professor of political science, U. of Colorado at Boulder: Singapore.

Leo S. Chang, professor of political science, Regis College (Mass.): China.

Ronald H. Chilcote, professor of political science, U. of California at Riverside: Brazil.

Robert L. Clinton, assistant professor of political science, Southern Illinois U. at Carbondale: Malta.

Fred P. Dallmayr, professor of government and international studies, U. of Notre Dame: India.

Inna Diamond, associate professor of political science, India.

Stephen L. Esquith, associate professor of political science, Michigan State U.: Poland.

Frank Fischer, associate professor of political science, Rutgers U. at Newark: Germany.

Lawrence P. Frank, professor and chair of political science, Roosevelt U.: Lesotho.

John L. Fremstad, associate professor of political science, U. of South Dakota: Germany.

Morton J. Frisch, professor of political science, Northern Illinois U.: South Korea.

William L. Farlow, professor of political science, Utah State U.: Panama.

James M. Gladden, assistant professor of political science and justice, U. of Alaska at Fairbanks: Nigeria.

Ruth M. Green, assistant professor of political science, U. of Wisconsin at Whitewater: Japan.

Elizabeth G. Hansen, associate professor of political science, U. of Connecticut: India.

Scholarship

Daniel G. Hollinger, professor of history and political science, Webster U.: Chile.

Ray G. Hillam, professor of political science, Brigham Young U.: China.

Roberta A. Johnson, professor of government, U. of San Francisco: Indonesia.

Joseph V. Julian, director of civic education in the school of citizenship, Syracuse U.: Hungary.

Rita M. Kelly, professor of justice studies, Arizona State U.: Brazil.

Daniel R. Knapton, assistant professor of political science, Northern Illinois U.: South Africa.

Ipyong J. Kim, professor of political science, U. of Connecticut: South Korea.

Samuel Kislay, professor of political science, U. of Minnesota: Japan.

John A. Logue, associate professor of political science, Keni State U.: Denmark.

Yogendra K. Malik, professor of political science, U. of Akron: India.

John P. Manley, professor of political science, Stanford U.: Italy.

Peter J. May, associate professor of political science, U. of Washington: Australia.

Jennifer L. McCoy, assistant professor of political science, Georgia State U.: Uruguay.

Josephine F. Milburn, professor of political science, U. of Rhode Island: Indonesia.

Tommy S. Montgomery, associate professor of Latin American studies, Ames Scott College: Belize.

Stephen D. Morris, assistant professor and director of international studies, U. of South Alabama: Mexico.

Robert A. Mortimer, professor of political science, Haverford College: Senegal.

David M. Olson, professor of political science, U. of North Carolina at Greensboro: Czech and Slovak Federal Republic.

Rhys G. Payne, assistant professor of political science, Virginia Polytechnic Institute and State U.: Tunisia.

Joseph R. Rudolph, professor of political science, Towson State U.: Czech and Slovak Federal Republic.

Stephen R. Rumelt, assistant professor of political science, Virginia Polytechnic Institute and State U.: Tunisia.

William Saffran, professor of political science, U. of Colorado at Boulder: France.

Emilia F. Sahlgren, associate professor of political science, U. of North Texas: Jordan.

Richard J. Samuels, professor of political science, Massachusetts Institute of Technology: Japan.

Thomas G. Sanders, visiting professor of political science, Earlham College: Nicaragua and El Salvador.

Edward V. Schtein, professor and chair of government affairs, U. of Wisconsin at Madison: Paraguay.

Barry M. Schatz, professor in the academic research center, Defense Intelligence College: Mozambique.

Margaret E. Sorenson, associate professor of political science, U. of Arkansas at Little Rock: Panama.

Timothy R. Souly, senior fellow in the Kellogg Institute, U. of Notre Dame: Uruguay.

Arthur A. Stahnske, professor and chair of political science, Southern Illinois U. at Edwardsville: Germany.

Gerald B. Strom, associate professor of political science, U. of Illinois at Chicago: Indonesia.

Charles L. Taylor, professor of political science, Virginia Polytechnic Institute and State U.: Hungary.

Thomas E. Turner, professor of political science, Wheeling Jesuit College: Kenya.

Peter Van Hees, associate professor of international studies, U. of Denver: Japan.

Howard J. Wiarda, professor of political science, U. of Massachusetts at Amherst: Argentina, Colombia, Mexico, and Venezuela.

W. Marvin Will, associate professor of political science, U. of Tulsa: Trinidad and Tobago and Jamaica.

Philip J. Williams, assistant professor of political science, U. of Florida: El Salvador.

Anna N. Yoder, professor of political science, U. of Idaho: Hungary.

PUBLIC ADMINISTRATION

Ralph A. Anderson, associate professor of human-services management, U. of Tennessee at Chattanooga: Afghanistan.

Yerry F. Buss, professor of urban studies, U. of Akron: Hungary.

Dennis C. Cobb, sergeant in the Professional Standards Bureau, Las Vegas Metropolitan Police Department: United Kingdom.

Robert B. Cunningham, associate professor of political science, U. of Tennessee at Knoxville: Jordan.

James M. Ferris, professor of public administration, U. of Southern California: Australia.

Eugene J. Friedman, police sergeant, Metro-Dade Police Department (Miami): United Kingdom.

Stephen P. Greenwood, manager, Solid-Waste Department, U. of Oregon (Portland, Ore.): Portugal.

Sharon M. Hanson, executive director, Department of Developmental Disabilities, State of Washington (Olympia, Wash.): India.

Bruce H. Jennings, senior consultant in the Senate Office of Research, California Legislature: Mexico.

Carroll J. Owen, associate professor of public administration, Indiana U.: Poland.

Purdue U. at Fort Wayne: Poland.

Jeffrey D. Strassman, professor of public administration, Syracuse U.: Hungary.

Delbert A. Tschel, professor of urban studies, U. of Texas at Arlington: Poland.

RELIGIOUS STUDIES

Guy L. Book, acting assistant professor of philosophy, Louisiana State U.: India.

Carl E. Bielefeldt, associate professor of religious studies, Stanford U.: Japan.

Richard E. Grouter, professor of religion, Carleton College: Germany.

Nathan Katz, professor of religious studies, U. of South Florida: Sri Lanka.

Elizabeth F. Howell, professor of religious studies, U. of the Pacific: Indonesia.

John J. Schmitt, associate professor of theology, Marquette U.: United Kingdom.

Tony K. Stewart, assistant professor of philosophy and religion, North Carolina State U.: Botswana.

Bruce M. Sullivan, assistant professor of humanities and religious studies, Northern Arizona U.: India.

James D. Whitfield, instructor of social and cultural studies, Stephens College: Japan.

SOCIOLOGY & SOCIAL WORK

Stephen S. Anderson, associate professor of social work, U. of Oklahoma: Botswana.

Adrian F. Aveni, professor of sociology, Jacksonville State U.: China.

Christine R. Boone, associate professor of sociology and social work, North Carolina State U.: Botswana.

Arnon V. Glasner, professor of sociology, U. of California at San Diego: Spain.

Slavo V. Dobry, lecturer in behavioral sciences, Hostos Community College: Argentina.

Leanne P. Forman, professor of forestry and resource management, U. of California at Berkeley: Zimbabwe.

James A. Gasswender, professor of sociology, State U. of New York at Binghamton: Canada.

Jan Hajek, professor of sociology, Portland State U.: Czech and Slovak Federal Republic.

Barbara L. Hayne, professor of sociology, New York U.: Poland.

Martha D. Higgins, associate professor of sociology and anthropology, Union College: Brazil.

Thomas J. Kell, professor and chair of sociology, U. of Louisville: Romania.

Paul L. Lauderdale, professor of justice studies, Arizona State U.: Austria.

Sijapan G. Mevrevic, associate professor of sociology, Texas A&M U.: Yugoslavia.

Dennis A. O'Hearn, assistant professor of sociology, U. of Wisconsin at Madison: Ireland.

Anthony R. Oberhelman, professor of sociology, U. of North Carolina at Chapel Hill: Hungary.

John Pallen, professor and chair of sociology, U. of Texas Medical Branch at Galveston: Greece.

Carl Ratner, professor of psychology, Humboldt State U.: United Kingdom.

Manuel A. Sado, school psychologist, Boston Public Schools: Colombia.

Charles H. Saper, head of human development and family studies, Pennsylvania State U.: the Netherlands.

Sandra S. Tangi, professor of psychology, Howard U.: New Zealand.

Helena W. Tammar, lecturer of psychology, North Princeton (N.J.) Development Center: Poland.

Howard I. Thorheim, professor of psychology, St. Olaf College: Norway.

Nayeneh Tshidi, lecturer at the Council on Educational Development, U. of California at Los Angeles: Hungary.

Mary V. Wyly, professor of psychology, State U. of New York College at Buffalo: U.S.S.R.

Delf Zilmann, professor of communication, U. of Alabama: Austria.

ology and anthropology, Virginia Commonwealth U.: Taiwan.

Sonja P. Redmond, associate professor of sociology and social services, California State U. at Hayward: Bahrain.

Ivo Reznicek, associate professor in the Matrix Research Institute, Catholic U. of America: Czech and Slovak Federal Republic.

James W. Russell, associate professor of sociology, Eastern Connecticut State U.: Mexico.

Jay D. Solman, professor of family and human development, Utah State U.: Thailand.

Adam B. Sulliman, lecturer of sociology, U. of California at Los Angeles: Hungary.

Kenneth I. Spenser, associate professor of sociology, Duke U.: Bulgaria.

Thomas J. Stewart, assistant to the president, South Carolina State U.: Sierra Leone.

Adam M. Wolberger, assistant professor of sociology and anthropology, Colby College: Germany.

Anita M. Wales, assistant professor of international studies, U. of Oregon: Pakistan.

Maria Zelditch, professor and chair of sociology, Stanford U.: Uruguay.

TEACHING ENGLISH AS A FOREIGN LANGUAGE & APPLIED LINGUISTICS

Sharon K. Baasens, teacher and trainer in the department of foreign language, Santa Cruz (Cal.) Adult School: Italy.

George W. Bellas, instructor of English, Northern Arizona U.: Turkey.

Rosemarie A. Banya, professor of English and Slovak Federal Republic.

Gary M. Bohlin, technical supervisor in the Residential Enhancement Program of Malaysian Red Crescent Society: Romania.

Joan E. Borawski, instructor in the English Language Center, U. of Odans (Poland): Poland.

James D. Brown, director of the department of English as a second language, U. of Hawaii at Manoa: Brazil.

Joanna Cavallaro, director of the department of English, College of St. Catherine: Poland.

Wanda M. Giesler, special-services teacher, Mercer School (Wash.) School District: Poland.

Rosalie M. Golman, former associate professor of English as a second language, Fairfield U.: Syria.

Uta M. Gutter, instructor of English as a second language, Central Washington U.: Turkey.

Joan M. DeWitt, assistant professor of arts and humanities, U. of Houston: Mauritius.

Ronald D. Ekand, director of English as a second language, Western Kentucky U.: Denmark.

Arthur E. Evidon, professor of letters, Eduardo Mondlane U. (Mozambique): Mozambique.

Leanne-Andre Gravel, associate professor of English, Sultan Qaboos U. (Muscat): Venezuela.

Paul V. Grady, professor of English, Kyushu Tokai U. (Japan): South Korea.

Elizabeth F. Howell, professor of religious studies, U. of the Pacific: Indonesia.

John J. Schmitt, associate professor of theology, Marquette U.: United Kingdom.

Tony K. Stewart, assistant professor of philosophy and religion, North Carolina State U.: Botswana.

Bruce M. Sullivan, assistant professor of humanities and religious studies, Northern Arizona U.: India.

James D. Whitfield, instructor of social and cultural studies, Stephens College: Japan.

guage Center, LaGuardia Community College: Italy.

James W. Roth, staff-development coordinator in the office of academic affairs, City U. of New York: Italy.

L. Vukobrat, instructor of applied linguistics and English as a second language, Georgia State U.: Pakistan.

Thomas S. Soovel, professor of English, San Francisco State U.: Thailand.

James C. Stiller, professor of English, Michigan State U.: Turkey.

Helen L. Thomas, director of international programs and services, U. of Nevada at Reno: Czech and Slovak Federal Republic.

Maria L. Thomas-Ruzic, instructor of English, U. of Colorado at Boulder: Italy.

Christina A. Vander Hout, assistant professor of languages and literature, Ferris State U.: Poland.

Sharon L. West, director of the English-language school, Concordia College (Iowa): Czech and Slovak Federal Republic.

Elaine L. Walter, assistant professor of curriculum and instruction, Western Washington U.: Turkey.

Mary E. Yegor, professor of academic skills, Hunter College of City U. of New York: Czech and Slovak Federal Republic.

THEATER & DANCE

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Jeanne F. Conney, film-acting coach, Jerusalem College of Studio (Hollywood, Cal.): New Zealand.

David B. Caplan, associate professor of comparative humanities, State U. of New York College at Old Westbury: South Africa.

Nolan A. Donnell, visiting professor of theater and dance, Western Washington U.: Peru.

Bernard F. Dukora, professor of theater arts, Virginia Polytechnic Institute and State U.: United Kingdom and Ireland.

Michael J. Hackett, associate professor of theater, U. of California at Los Angeles: Poland.

Jonathan Hollander, artistic director, Battery Dance Company (New York): India.

David E. Korish, no institutional affiliation, Minneapolis: Costa Rica.

Michael E. Richardson, professional puppeteer, Baltimore: Sri Lanka and India.

Martin Schulman, associate professor of theater, State U. of New York at Binghamton: Hong Kong.

Delbert L. Umph, professor of theater and dance, U. of Kansas: Czech and Slovak Federal Republic.

Stanley A. Warren, professor emeritus of theater, Graduate School and University Center of City U. of New York: India.

Ronald J. Zidebooth, professor of performing arts, State U. of New York: Czech and Slovak Federal Republic.

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Cherene E. Butler, associate professor of modern languages, Hobart and William Smith Colleges.

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EDITED BY KENNETH R. MANNING

These 16 essays by faculty and staff of the Massachusetts Institute of Technology create a snapshot of MIT today and a guide to its possible future. The insights they offer will interest anyone concerned with the role of science and technology in American society and the future of scientific and technical education. The book also includes President Vest's own vision of the future, as outlined in his inaugural address.

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After six professors at Lindsey Wilson College learned that their annual contracts would not be renewed—and that there wouldn't be any explanation—students started protesting.

Fed up with the high rate of faculty turnover at the small Methodist-related Kentucky college, they formed a group called Students Who Care.

Since 1987, when the college changed from a two-year to four-year institution, 36 professors have left—nearly a complete turnover of the faculty. Some students believe professors are dismissed if they teach about issues related to race and homosexuality. Officials say the college is still adjusting to its new status.

President John B. Begley has appointed a committee of trustees, administrators, professors, and students to study the turnover.

Professors, who work under annual, renewable contracts, think the problem stems from the absence of a tenure system. Also, the college has the right to terminate a contract without explanation.

Duane Bonifer, a spokesman for the college, says lawyers advised Lindsey Wilson that such a policy was the best way to protect the college from lawsuits and "the most loving way, the most caring way to approach contracts." It spares professors from having a black mark on their record, officials say.

Professors who plan to leave this year, however, say they don't feel so loved. Instead, they feel baffled about why they're being let go.

"We can only speculate," says Janet L. Boyd, one of those planning to leave. "Maybe it was the bad evaluation I got from a class. Maybe it's because I wear strange earrings. Maybe it's because of my minority-literature class. I don't really know, because nobody's told me."

The California affiliates of the three major unions representing professors have decided to go at least one step further than their parent organizations in forming an alliance.

Last summer, representatives of the three national groups—the American Federation of Teachers (AFT-CIO), the National Education Association, and the American Association of University Professors—joined forces in Washington to lobby for more federal support of higher education. It was a rare occasion.

Then, last month, the unions' California affiliates announced a new statewide alliance. Called the California Crisis Committee for Higher Education, it grew out of faculty concerns about the effects of state budget cuts. The committee, made up of officers and staff members of the three groups, plans to lobby state legislators and lead a publicity campaign to dramatize the need for more support of higher education.

Personal & Professional

U. of Chicago at 100: Proud Traditionalist

In a world buffeted by fads and dissension, it remains a sober standard bearer

By SCOTT HELLER

CHICAGO Born of pure faith in the value of research, the University of Chicago 100 years later remains a place apart.

In an era when academic success is measured in multimillion-dollar fund-raising coups, Chicago takes pride in producing more than its share of college professors and presidents. It is the research university's research university, the sober-minded standard bearer in an academic world buffeted by fads, politics, and dissension.

In some circles, it is a bastion of traditionalism, a university that respects the past too much. In recent years, the university has been tagged as conservative, both intellectually and politically.

"When you say someone is from Chicago, you can basically place them," says Alexander Nehamas, a professor of philosophy at Princeton University. "It means relatively conservative, rather disdainful of modernity, but very positive about America."

From the start, Chicago was unusual. Founded in 1891 with the support of John D. Rockefeller, the university was created as a home for research, at a time when faith in the value of science was at its peak. The enterprise was so unusual that William Rainey Harper, the university's first president, succeeded in luring college presidents to join his faculty.

61 Nobel Laureates

That confident belief in learning for its own sake remains the spiritual backbone of the institution. (The university's financial backbone is its \$1-billion endowment, the 12th largest in the nation in 1991.)

"The pursuit of learning is itself a value," says Hanna H. Gray, Chicago's current president. "It does not need to be justified by showing that it has social value and civic virtue, though of course it does."

Chicago's influence on higher education is undeniable. Some 118 people who are now college presidents and provosts once studied here. Sixty-one Nobel laureates have been faculty members, students, or researchers. Chicago was home to the nation's first sociology department and an undergraduate core curriculum that continues to serve as a model for colleges elsewhere. The modern nuclear age began here in 1942, with Enrico Fermi and the first controlled self-sustaining nuclear reaction.

The university inspires fierce loyalty among professors and former students, some of whom went from elementary school to graduate school in university-operated classrooms.

Chicago is the university that in 1939 scrapped its football team and built a library where the stadium used to sit. (The university brought back the sport 30 years later.) Its population of 7,200 graduate students is more than twice the size of its undergraduate student body. Its egghead image is a badge of pride.

"It's a mystery that this place has kept itself so distinguished over the last 100 years, with all the natural disadvantages of climate, location, small endowment," says Frank Richter, chairman of the geophysical-sciences department. "There's some sort of psychic loyalty—people who could go anywhere in the world, they stick around."

The university's old-fashionedness is apparent in its very look. Built in a Chicago swamp at the turn of the century, its quadrangle and many campus buildings feature the heavy Gothic architecture of a medieval European institution.

"Chicago marches to the beat of its own drummer," says Cass R. Sunstein, a professor of law here. "It has a real sense of what it's about."



President Hanna H. Gray: "The pursuit of learning is itself a value. It does not need to be justified by showing that it has social value and civic virtue, though it does."

Says Stanley N. Katz, executive director of the American Council of Learned Societies and a former Chicago professor: "It is one of the few real universities in the United States, a place that really functions as a community of scholars."

Free-Market Economic Theory

In the last 20 years, Chicago's public face has been traditional, if not conservative, its leading intellectuals associated with Reaganomics and the "Great Books." In a recently published guide book, the *National Review* urges parents to send their children to Chicago. The university is the long-time home of Allan Bloom, whose best-selling book, *The Closing of the American Mind*, helped kick off a period of unprecedented nationwide criticism of higher education.

The 1980's also saw the influence of the university's economics department, whose advocacy of free-market economic theory—while hardly universally embraced—laid the groundwork for Reaganomics and its aftermath. "The Cold War's over and the University of Chicago was

it," the columnist George Will wrote last year, in a tribute to the "Chicago school" of economics.

The 1991 Nobel Laureate in economics went to a Chicago law-school professor, Ronald Coase. His award marked the triumph of the law-and-economics movement, which holds that economic costs and benefits should be taken into account in legal judgments. Among proponents of the theory are Supreme Court Justice Antonin Scalia, who taught at the law school here, and Richard Posner and Frank Easterbrook, two federal judges who still do.

'A Midwestern Philosophy'

Mr. Nehamas, the Princeton philosopher, sees connections among the intellectual developments coming from Chicago. In a 1987 review of Mr. Bloom's work in *The London Review of Books*, he wrote of "the emergence of a Midwestern philosophy" having an impact in American politics, economics, law, and literature.

More than most institutions, Chicago has always been influenced by singular intellectual figures on its faculty, including the philosopher George Herbert Mead, the sociologist Robert E. Park, and the economist Milton Friedman. Mr. Bloom's recent fame has spawned renewed interest in his Chicago mentor, the political philosopher Leo Strauss.

Both Mr. Strauss and Mr. Bloom argue that truth can be pursued only through reason. Mr. Bloom's book called for a renewed devotion to the classics of Western thought. He bitterly criticized universities for capitulating to relativism and what he said were 1960's-inspired, feel-good values.

"The Straussians have had quite an impact, both academically and politically, in the last 10 years," says Mr. Nehamas. While marginal in philosophical circles,

they have occupied important federal policy positions, including some in the U.S. Department of Education, he says.

"They don't just deal with details," says Mr. Nehamas. "They provide an explicit ideology, and that's very powerful."

Fifty years ago, it was President Robert Maynard Hutchins, Chicago's fifth president, who exhorted the faculty—and the nation—to care more about the Great Books and their value in undergraduate education. At that time, Hutchins and his unorthodox undergraduate college were considered avant-garde. He and a set of powerful deans were instrumental in establishing interdisciplinary committees, some of which still hire their own professors and all of which train their own graduate students. They include the Committee on Ideas and Methods and Mr. Bloom's home, the Committee on Social Thought, which is part of the social sciences.

Interdisciplinary Research Common

As intellectual trends have shifted, some of Chicago's interdisciplinary committees have come to be seen as outmoded. Several in the humanities are up for review, and could be disbanded or restructured.

In part, that's because interdisciplinary research is common across the board. And many Chicago scholars have resisted the idea—now popular in much contemporary scholarship—that cultural factors such as race or gender affect intellectual judgments.

Chicago has not been a leader in this new scholarship on race, class, and gender. It has no formal program in women's studies; its African and African-American studies major is only two years old. If anything, the presence of Mr. Bloom and the Committee on Social Thought positions the university in the eyes of some scholars as an

Continued on Page A22

Public Policy, a Discipline Still Evolving, Focuses More on Preparation of Managers

By DEBRA E. BLUM

Almost 25 years after the first master's-degree programs in public policy were introduced, the discipline that has had to fight hard for acceptance in the academy is still experiencing growing pains.

Long regarded as an academic stepchild of political science, economics, and even business, the field of public policy is here to stay. But it continues to carve out its niche in higher education. Public-policy educators say the field is still in flux and still meets with resistance from scholars in more traditional disciplines.

"On the one hand, we are always confronted with the issue of defending our academic legitimacy, although we've pretty much cleared that hurdle," says John L. Palmer, dean of the Maxwell School of Citizenship and Public Affairs at Syracuse University. "On the other hand, we are confronted with our own evolution and our own need to constantly rebalance things."

Most recently the discipline's evolution has been toward broadening the definition of the public-policy mission—which had been to train students to help public-sector policy makers to decide best how to analyze foreign events, draw up budgets, and handle such complex social-policy issues as health care and education. The emphasis of the original graduate programs introduced in the late 1960's and early 1970's was squarely on training such policy analysts in what was called "optimization techniques."

Now, public-policy educators display a growing belief in the importance of training people who can carry out and set policy, as well as analyze it. Public-policy graduates who traditionally worked in the public sector as behind-the-scenes, number-crunching analysts are taking more visible positions—in both the public and private sectors—as leaders and managers.

As for its balancing act, the discipline continues to struggle to find the right mix of scholarly and applied work associated with policy making, and analytical versus subjective elements of the curriculum.

Defining an Institutional Niche

While no longer considered marginal to the academic enterprise, public-policy programs at some universities continually define and defend their institutional niche.

"Not everyone understands the role of public policy vis-à-vis the traditional academic departments," says Thomas E. Cronin, acting president of Colorado College and a political-science professor who has lectured at several public-policy schools. "Many universities with public-policy programs don't know how to invest wisely in them, and they don't know how to capitalize on their existence."

Public-policy schools have "come of age" in terms of their quality, rigor, and level of acceptance, he says, but still are not completely understood by people outside the field.

Two decades ago, a handful of universities introduced master's-degree programs that focused on the study of decision-making processes in government. The programs were given a variety of names—"public policy," "public affairs," and



John L. Palmer of the Maxwell School of Citizenship and Public Affairs: "We are always confronted with the issue of defending our academic legitimacy."

"policy science" among them. The new programs were an attempt to create an interdisciplinary context in which future public servants would be trained to make informed, rational decisions. In many cases, the programs were an outgrowth of already existing public-administration programs that were geared to teaching students to carry out public policy and not simply to analyze it.

At the same time, the new programs were seen as a backlash against those public-administration programs, which had been criticized for lacking intellectual rigor and a scholarly focus.

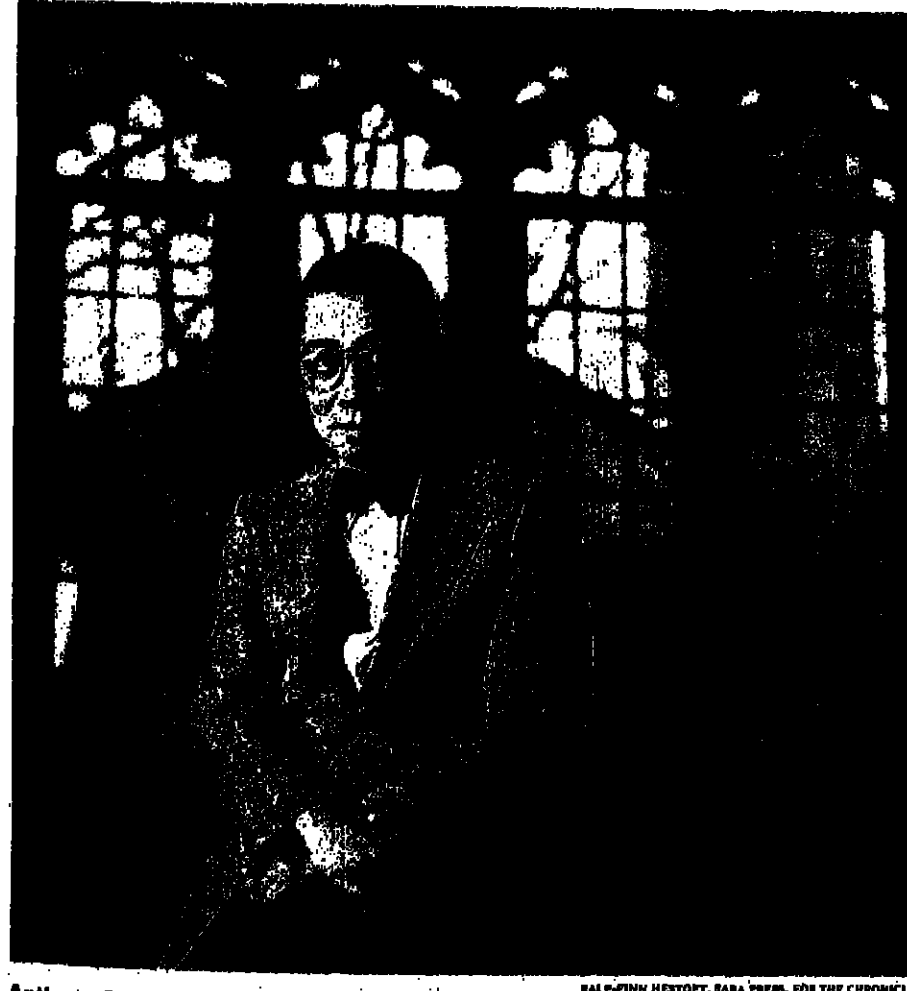
Heavily Quantitative System

The new degree was intended to provide professional training for government officials comparable to the quality and quantity of training available to professionals in business, law, and medicine.

The hard edge that the discipline was seeking came in the form of a bundle of techniques, sometimes called cost-benefit analysis. This heavily quantitative system of decision making, based on economics and an analytical perspective, was at the core of most public-policy curricula.

While the system was gaining credence

Continued on Following Page



Anthony C. Yu, a professor of humanities: "If by leadership you mean we're always chasing what's new, I don't think many of our people work that way."

Public Policy, an Evolving Discipline, Focuses on Preparing Managers

Continued From Preceding Page

on the campuses, it was making a mark off the campuses as well: Policy makers in the federal government—some having earned the new degree—were using cost-benefit structures to analyze the budgetary and economic effects of a new series of federal welfare programs started during the Johnson Administration. Officials in the Defense Department and private organizations such as the RAND Corporation, which did studies for the military, also relied on the system.

"Public policy as a discipline helped press government in the direction of more rational, analytic methodology in decision making," says Seymour Martin Lipset, a public-policy professor at George Mason University.

The new public-policy schools eventually developed extensive core curricula that stressed an interdisciplinary mix of economics, quantitative analysis, statistics, and computer science. Additional core courses varied at different institutions, but generally focused on political and bureaucratic systems or the ethical and moral aspects of public-policy making. Most schools also required students to complete a summer internship.

Most Have Faced Struggles

At least 50 universities have since developed master's programs in public policy. A handful also offer undergraduate or doctoral degrees in the field. Some programs are housed in their own public-policy institutes affiliated with universities; others are located in arts-and-sciences colleges or in schools covering the social sciences or communications. At least one pub-



Richard F. Elmore of Harvard U.: "Many public-policy programs were vying with older departments for the same resources."

lic-policy program—the Ohio State University's—has found its way into the university's business college.

Wherever their location in a university, almost all of the programs have had a bit of a struggle in the academy.

From the beginning, people in the field had to ward off detractors from the more traditional disciplines who criticized the programs for being too applied, too quantita-

tive, or too separated from other scholarly fields.

"The fact that at many schools public-policy programs were vying with older departments for the same resources probably never endeared them, either," says Richard F. Elmore, professor of education at Harvard University.

Catherine E. Rudder, executive director of the American Political Science Association, says that while individual scholars in politi-

cal science may have shunned public policy, her field as a whole has embraced it. "Political scientists recognize that public-policy specialists are filling in our understanding of politics," she says. "The source of awkwardness and prejudice toward public policy has more to do with organizational matters than with the field's contribution to a body of knowledge."

Jobs in the Public Sector

Master's programs, she says, tend to be more applied and less theoretical than doctoral programs and thus in most fields command less respect.

Public-policy programs have found more unqualified acceptance in government and industry. Although the degrees seldom hold the same status or command the same salaries as other professional degrees, such as the master's degree in business, they are respected and sought after.

The majority of public-policy graduates choose to work in the public sector, divided almost evenly between the federal government on one hand and state and local governments on the other. Another large employer of graduates has been for-profit consulting firms with clients in both the private and public sectors.

A growing number of private organizations concerned with public-affairs issues, lobbying organizations, and various non-profit agencies also seek out public-policy graduates.

As the demand for those graduates outside of the government has grown, the programs have been changing to meet the new needs, says Astrid E. Mergel, director of

Ohio State's School of Public Policy and Management.

"The field is evolving in its philosophy and market orientation," she says. "We understand that our graduates need more political and managerial skills to handle the policy-making, administrative, legislative, and executive roles they are beginning to fill."

Joel L. Fleishman, first senior vice-president of Duke University, served as director of its public-policy institute for 12 years. He thinks recent changes in the programs represent a potential threat to the basic tenets of public policy.

"The whole idea of public policy was to bring back together again the disciplines of politics and economics that Adam Smith put together," he says. "But we have to make sure that in this climate of adding new courses to the core there is no weakening of the insistence that students understand quantitative analysis."

New Issues on Agendas

Another challenge facing the field, Mr. Fleishman says, is the need to apply its theories and methods to areas of policy that probably were not considered when the discipline emerged. Issues concerning health care and the environment, for example, have only recently reached the top of many political and policy agendas, he notes.

"What the public is concerned with is always changing, and it's important for schools to be responsive," he says. "As the field grows in other ways and curricula are re-examined and added to, we must make sure we are flexible enough to handle new demands and issues, but traditional enough to maintain the distinctiveness of public policy in terms of its rational, analytic, quantitative core."

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NEW BOOKS ON HIGHER EDUCATION

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

Academic Libraries in Urban and Metropolitan Areas: A Management Handbook, edited by Gerard B. McCabe (Greenwood Press, 88 Post Road West, Westport, Conn. 06881; 280 pages; \$49.95 prepaid). **Books and Magazines: A Guide to Publishing and Bookselling Courses in the United States** (Peterson's Guides, 202 Carnegie Center, P.O. Box 2123, Princeton, N.J. 08543; 124 pages; \$24.95, plus \$5.75 for shipping). Contains information on publishing-education programs offered by colleges, universities, and professional organizations.

Foundations and Higher Education: Dollars, Donors, and Scholars, by Dennis P. McInelly (George Kyrle Books, Box 519, Ithaca, N.Y. 14850; 190 pages; \$29.50 prepaid). Discusses such topics as the historical relationship of foundations and higher education and the principles applied in grant-making decisions.

Guardians of the Flame: Historically Black Colleges Yesterday, Today, and Tomorrow, by Albert N. Whiting (American Association of State Colleges and Universities, Office of Publications, One Dupont Circle, Suite 700, Washington 20036; 75 pages; \$18 prepaid for AAU members, \$20 prepaid for non-members). Presents a historical overview of black colleges; draws on interviews with 20 presidents and presidents emeriti.

Higher Education and the Practice of Democratic Politics: A Political Education Reader, edited by Bernard Murchland (Kettering Foundation, Order Department, 200 Commons Road, Dayton, Ohio 45429; 351 pages; \$14.95 prepaid). A collection of essays that argue that colleges and universities are failing to provide students with the skills needed to be responsible citizens and leaders in a democracy.

The Making of English Teachers, by Robert Protherough and Judith Alkinson (Open University Press, available from Taylor & Francis Group, 1900 Frost Road, Suite 101, Bristol, Pa. 19007; 148 pages; \$24.95). Focuses on Britain in a study of approaches in teacher education to the preparation of English teachers.

Management in English Language Teaching, by Ron White and others (Cambridge University Press, 40 West 20th Street, New York 10011; \$44.50 hardcover, \$22.95 paperback). A guide to management for English-language instructors making the transition to administrative responsibilities.

Remembering the University of Chicago Teachers, Scholars, and Scholars, edited by Edward Shils (University of Chicago Press, 5801 South Ellis Avenue, Chicago 60637; 593 pages; \$24.95). Presents essays by former scholars and students at Chicago who reflect on the careers of 47 of their former colleagues and teachers.

Research and Higher Education: The United Kingdom and the United States, edited by Thomas G. Whiston and Roger L. Clegg (Society for Research into Higher Education/Open University Press, available from Taylor & Francis Group, 1900 Frost Road, Suite 101, Bristol, Pa. 19007; 205 pages; \$79). A collection of papers from an Anglo-American conference held in 1989 at the University of York; topics include research productivity and the environment, issues in American science policy, and the impact of state technology programs on American research universities.

Time Out: Taking a Break from School to Travel, Work, and Study in the U.S. and Abroad, by Robert Gilpin and Caroline Fitzlamb (Simon & Schuster, 1230 Avenue of the Americas, New York 10020; 333 pages; \$12). Discusses internships, study-abroad programs, and other opportunities for high-school and college students.

Visions and Values in Catholic Higher Education, by J. Patrick Murphy (Sheed & Ward, Box 419492, 115 East Armour Boulevard, Kansas City, Mo. 64141; 252 pages; \$14.95, plus \$3.50 for shipping). Discusses the "core values" and organizational cultures of five Catholic institutions—Barry, DePaul, and Santa Clara Universities and Trinity and Saint-Mary-of-the-Woods Colleges.

When Kids Go to College: A Parent's Guide to Changing Relationships, by Barbara M. Newman and Philip R. Newman (Ohio State University Press, 1070 Carmack Road, Columbus, Ohio 43210; 166 pages; \$27.50 hardcover, \$17.95 paperback, plus \$2 for shipping). Discusses the psychological development of the college-age child, and how the struggle to establish personal identity affects every aspect of a student's experience of college life.

Accrediting Team Urges Probation for North Texas Psychology Program

DENTON, TEX.

An American Psychological Association accrediting team, citing "considerable turmoil" in the clinical-psychology program at the University of North Texas, has recommended that it be placed on probation and that the APA investigate allegations of sexual harassment there.

The recommendations, which were part of a report obtained by *The Chronicle*, would be acted upon only if the APA's committee on accreditation agreed.

The committee must consider the university's response to the

site team's report. North Texas officials are now preparing the reply. If the program were put on probation, it would have two years to show that it had fully met the APA's criteria or risk loss of accreditation. But North Texas could still appeal the committee's decision, so a final determination on the program's status could take six months. "We do take exception to some things in the report and believe we can address those," said Blaine A. Brownell, the university's provost.

Elizabeth M. Altmaier, chairwoman of the committee, said it

was rare for the panel to reject a site team's recommendation, but she would not talk specifically about the North Texas program.

It is equally rare for the APA to put a program on probation. Only one of the 170 clinical-psychology programs recognized by APA is now on probation.

In its report on the North Texas program, the APA accrediting team said that it was particularly concerned about allegations by students that they had been sexually harassed by professors. The team was also critical of the high administrative turnover rate in

the department. The team noted that North Texas had dismissed the head of the clinical program after he wrote a negative assessment of the department for accreditors (*The Chronicle*, January 8).

"The team noted with interest that a number of students commented that they believed that the program should be placed on probation," the report said.

Mr. Brownell said that, during its two-day visit, the site team had been "overwhelmed" by a small group of disgruntled professors and students.

—COURTNEY FAHERMAN

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Harvard's Kennedy School of Government, Facing Criticism, Examines Its Mission

CAMBRIDGE, MASS.

Harvard University's John F. Kennedy School of Government, which for years has taken careful measure of such volcanic issues as the breakup of the Soviet Union and the turmoil in the Middle East, is now sizing up policy matters much closer to home.

Under its new dean, Albert Carnesale, the institute—probably the nation's best known public-policy school—is spending time charting its own future. Mr. Carnesale says the school, which has molded and shaped the ideas of thousands of public servants from around the world, is examining its place in the university and its mission in the profession.

It is also looking inward to examine continuing criticism from both inside and outside the university that the school's reputation as a mover and shaker in world politics has overshadowed its academic goals and accomplishments. (Hence one of its nicknames: the "Kennedy School of Ambition.")

"Scholarly substance is missing in many ways," says John T. Trumbour, a doctoral candidate in history at Harvard and the editor of a highly critical book published in 1989, *How Harvard*

Rules: Reason in the Service of Empire. "For instance, it's pretty appalling that at a school that purports to have expertise in international relations and development studies, there's no foreign-language requirement."

Founded as the Harvard Graduate School of Public Administration in 1936, the school was renamed in 1966 after the late President. It began offering a two-year Master in Public Policy degree a couple of years later. The school continued to offer a master's degree in public administration and several doctoral programs. It also began running mid-career training programs for executives and managers from the private and public sectors, and special programs for high-level public officials.

Explosive Growth

Graham Allison, the school's dean from 1977 to 1989, was largely responsible for the Kennedy School's explosive growth and rise in reputation over the last 15 years.

Running the school with a free-wheeling, entrepreneurial style, he is credited with helping to more than triple the number of faculty members, almost quintu-

ple the student body, and increase the school's endowment more than sixfold during his tenure. He also attracted to the campus a long list of faculty members with distinguished reputations as scholars or high-profile reputations as politicians or journalists.

Eight research centers affiliated with the Kennedy School and the school's Institute of Politics, which serves as a bridge between Harvard and the world of politics, grew under Mr. Allison's leadership as well.

Using those structures, Kennedy School professors, including Mr. Allison himself, have had a hand in such world events as the transformation of economies in Eastern Europe to free-market systems.

While Mr. Allison was building an institution whose reach over policy making extended around the world, his brash management style and zeal for raising money were also building a reputation for controversy at home. Critics who believe the school needs to emphasize scholarly work in training students have given the school various nicknames (another is the "Kennedy School for Retired Politicians") because of its knack for hiring policy makers

or former policy makers who often have no academic credentials.

The Kennedy School's special programs—one of which enrolled 28 senior-level Soviet military officers last fall, after the abortive coup in the Soviet Union—have been criticized as lacking scholarly detachment and being too cozy with the government.

Tensions Are Important

Among Harvard professors, the school's rapid expansion led to resentful charges that the Kennedy School had diverted money and distracted attention from departments in other schools at the university. Faculty members in the Kennedy School itself have clashed over the relative importance of scholarly work and practical work in the field. Some students and professors have criticized the public-policy curriculum for being too heavily tilted toward statistics while leaving out the human side of politics.

According to Mr. Carnesale, the tensions are a hallmark of the discipline and what keep it fresh. "In my view the danger is that we'll resolve these conflicts," he says. "Constantly needing to re-balance and re-evaluate the pro-

grams keeps things dynamic." He says the faculty is considering some consolidation of the public-policy curriculum, although a range of courses from the quantitative, analytical type to the more qualitative, political type will be preserved. Plans to collaborate with professors from other disciplines are also being considered, he says, to prepare courses that will train students for more than just careers as public servants.

"The public-policy mission is growing, and so is the way we educate people going into the profession," he says.

While the Kennedy School may have more money, more students, and more attention from news organizations than most other public-policy programs, some of the problems it faces—those centered on the composition of the faculty and the focus of the curriculum, for example—are common throughout the discipline.

Says Richard F. Elmore, an education professor at Harvard: "Much of what goes on at the Kennedy School is unique to that setting, but symptomatic of what's going on in the field."

—DEBRA E. BLUM

At 100, the U. of Chicago Remains a Sober Standard Bearer

Continued From Page A19

But the business of preservation can be a form of leadership, argues Anthony C. Yu, a professor of humanities who, in classic Chicago style, has appointments in the divinity school, the English and East Asian Languages Departments, and the Committees on Social Thought and Comparative Studies in Literature.

Says Mr. Yu: "If by leadership you mean we're always chasing what's new, I don't think many of our people work that way."

Philip Gossett, dean of the humanities, bristles at the conservative tinge, pointing to the creation of an interdisciplinary humanities institute, the wide range of the University of Chicago Press, and *Critical Inquiry*, a journal housed in the English department that has long featured theoretical approaches to the study of literature.

"What they've done is presume that because Allan Bloom is here we're a conservative institution," he says. "And that's false. But this is an institution that isn't concerned with defining its vision of the humanities in a single way."

'Relentlessly Meritocratic'

Gerald Graff, a literary theorist and founder of Teachers for a Democratic Culture, a group that aims to combat right-wing attacks on academe, this year joined the English department faculty. Says Mr. Graff: "I think a faculty that can boast Allan Bloom and Gerry Graff is doing all right for itself."

Mr. Sunstein of the law school says the university's "relentlessly meritocratic" atmosphere means that people are not equated with their political or intellectual positions. "People who are most insistent that racism and sexism have affected academic thinking," he says, "are insistent that there is good work and not good work and there are ways to tell."

How? Talk about it. And talk and talk and talk.

Chicago scholars love to argue, to poke holes in each other's positions, to read and critique each other's manuscripts—intensely.

Even lunch is serious business. Every day at noon, the Quadrangle Club fills with professors ready to argue. One table at the faculty club is reserved for chemistry professors. Another awaits business-school professors. The most prominent table in the main dining room, the Round Table, is presided over by a group of older scholars from across the university, who have held court daily for as long as anyone can remember.

Working Lunches

A handful of professors have sat at the same table—and even in the same seat—for at least 30 years, says the club's manager, Nicholas Fulop.

Richard A. Epstein is a regular at the law-school table. "Lunch for us is part of work. I think people here do work harder than they do at other universities. It's seen as more of a calling and less of a job."

A multidisciplinary motor-mouth, Mr. Epstein is quintessen-

tially Chicago, despite his Brooklyn roots. He teaches in the law school, sends his kids to the university-operated elementary school, and skips away from the office to watch his son play in a neighborhood Little League. He is also a prolific and staunch libertarian, arguing that government regulation, in virtually every aspect of social policy, is a bad thing.

There is no shortage of professors for him to spar with. Some 70 per cent of the university's professoriate lives in neighboring Hyde Park, making for an intense, if somewhat cloistered, academic environment in which scholarly arguments spill over to the aisles of nearby supermarkets and bookstores.

Its Midwestern home, and Hyde Park in particular, are crucial to Chicago's continued distinction, argues Mr. Epstein. "We don't suffer from bicoastalism, which I think is a very bad academic disease," he says.

To some women, though, the university is an imperfect home. Only 16 per cent of the university's faculty members are women. About 9 per cent are minority-group members. "It's a male place," says Susan Goldin-Meadow, an associate professor of psychology and education.

Scholarly intensity and respect for seniority are defining characteristics of the university, she says. "It creates eccentric people, and it allows eccentric people to flourish. And sometimes, who wants to live with eccentric people?"

Finding Topnotch People

Chicago attracts students and faculty members who know what they're getting into, and why. Administrators tend to get out of the way and let faculty members do their own work. The university's budgeting structure encourages connections between departments and professional schools, such as business and medicine, through joint appointments and interdisciplinary committees. "The university has no tariffs or customs fees to pass from one of its neighborhoods to another," Mrs. Gray says.

Departments are able to recruit topnotch people, not merely fill slots, when they can make a case to the administration that they are getting an assistant professor among the best in his or her field, nationwide.

Michael Turner, a professor of astronomy and physics, says the university has always chosen to do fewer things, but to do them well. That attitude allowed him and his colleagues to create the "Map of the Universe" project in 1990. The 10-year effort, in which the univer-

sity will build its own telescope, is expected to map the positions of a million galaxies.

Says Mr. Turner: "It's very ambitious. It's high risk. But this is the time."

Similarly, Mr. Sunstein and his colleagues in the law school and political-science department have established a Center for the Study of Constitutionalism in Eastern Europe. Because they got the administrative o.k. quickly, they were able early on to collect records on the development of constitutions in seven Eastern European countries and five former republics of the Soviet Union.

Like Mr. Sunstein, scholars often have connections to several departments, as well as ties to such research centers as the Enrico Fermi Institute and the National Opinion Research Center. One of Chicago's most prominent scholars is William Julius Wilson, a professor of sociology. He works with professors from various departments as well as the opinion-research center in the Chicago Urban Poverty and Family Life Project. Researchers in the project have used surveys and conducted first-person interviews to assess why members of different racial groups respond differently to adverse economic conditions.

A 'Social Laboratory'

Mr. Wilson's work is enormous in scale. But it is unusual in the social sciences at the university, which spawned the nation's first department of sociology, earning praise for using the city as a "social laboratory."

Today Chicago's department is still among the best in the country. But scholars' work is more likely to be in mathematical modeling or "rational-choice" theory than in applied policy solutions.

Gary Orfield says he left the university precisely because its social scientists were more interested in methodological fine-tuning than in helping the people nearby. Mr. Or-

field is now professor of education and social policy at Harvard University. "It's a very theoretically oriented university," he says. "It has very weak ties to its community and to public policy in general. And where it does have ties it tends to be conservative."

But James S. Coleman, professor of sociology at Chicago and president of the American Sociological Association, says the con-

"Lunch for us is part of work. I think people here do work harder than they do at other universities. It's seen as more of a calling and less of a job."

nections between sociologists, political scientists, and economists being forged at Chicago could lead to a larger reconstitution of the social sciences nationwide.

Unprecedented Hiring Freeze

Chicago has not escaped the troubles that have beset other research universities. Late last year, President Gray announced an unprecedented faculty-hiring freeze, citing difficult economic times and possible drastic changes in how the

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federal government reimburses overhead costs for faculty research.

The freeze signals strained relations between the faculty and administration at an institution respected for a tradition of shared governance. Mr. Richter, the geophysicist who heads Chicago's version of a faculty senate, says he and his colleagues met regularly with Mrs. Gray on budgetary matters. "Then, bang, a week later comes this announcement that we'd never heard," he says. "It gives you a feeling of being rather poorly informed."

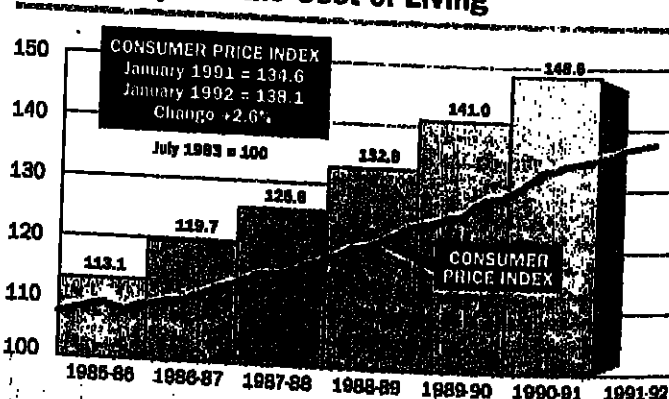
'An Irrevocable Change'

With an aging faculty, Chicago is also worried about the uncapping of mandatory retirement, due to take effect in 1994. Professors already continue to teach part time after they have retired. Faculty members and administrators fear that more and more will stay on full time if not forced to retire.

Born of faith, Chicago turns 100 in an increasingly faithless academic environment. Research universities are no longer held up as beacons of truth and learning.

"What's changed in a century—and I think it's an irrevocable change—is the kind of optimism we had in 1900," says Barry D. Karl, professor of history. "If we have to get along without the optimism, so be it. But we're not going to get along without the research."

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Government & Politics

Loss of Federal Grants for Expensive Equipment Upsets Scientists at Major Research Universities

They call government shortsighted for slashing budget of small-instrumentation program at NIH

By STEPHEN BURD

BETHESDA, MD.

Scientists at major research universities are upset about the loss of grants from the National Institutes of Health that provided them with expensive research equipment in years past.

The grants came from the Small Instrumentation Program, which in fiscal 1992 has a budget of \$5-million, 69 per cent less than last year. NIH officials have responded to the cut by eliminating most major research universities from the program.

University researchers argue that the reduction continues a worrisome government tendency of neglecting the research infrastructure. Two other NIH programs designed to support that infrastructure are also expected to reduce the number of grants they award.

President Bush did not propose increases for any of the programs in his budget plan for fiscal 1993, so the shrinkage of the programs is likely to continue.

"The loss of these funds will only exacerbate the problem of the deteriorating and obsolete academic infrastructure," says Patricia Warren, director of the Higher Education Colloquium on Science Facilities.

"The NIH is forced to cut off three programs that institutions have found essential to conducting scientific inquiry. It is not a healthy situation."

"It is yet another example of shortsightedness on the part of the federal government."

Last year, 628 institutions received grants through the Small Instrumentation Program to purchase research instruments

that cost from \$5,000 to \$60,000 apiece. Every institution that received Biomedical Research Support Grants from the NIH was eligible for an instrumentation grant.

The size of the grant corresponded to the size of the institution's Biomedical Research Support Grants, which are awarded to institutions that receive grants totaling \$500,000 or more from the NIH. The research grants are used for financing pilot studies and "bridge studies," which continue research while grant recipients are waiting to find out if their grants have been renewed, and emergency repairs and renovations to science facilities.

This year, because of the tight budget for the Small Instrumentation Grant Program, the NIH will award grants to half the institutions that received them last year. Agency officials have decided to give the grants to "the lower half" of the group—those institutions that received less than \$21,600 in Biomedical Research Support Grants last year—says Sonny Kreitman, a special-programs officer at the NIH.

Scientists and administrators at large research institutions question the decision to cut them from the program. "Here we have major universities with deteriorating facilities getting another gratuitous hit in trying to maintain the country's eminence and competitiveness in scientific research," says Edward Laumann, dean of social sciences at the University of Chicago.

A 'Significant Negative Effect'

Garland Hershey, vice-chancellor for health affairs at the University of North Carolina at Chapel Hill, says the loss of the instrumentation grants will have a "significant negative effect" on research at his institution. The university received \$167,000 from the program in 1991 and will receive none this year, he says.

"This will leave us with an inability to provide for our investigators the instruments and equipment that enable them to be productive scholars," he says.

According to Mr. Kreitman, the NIH decided to provide the grants to the lower-half institutions because it would be easier for the major research universities to find other sources of money for instrumentation. "The larger institutions have a greater base from which to get funds," he says.

Researchers at the institutions that still qualify for the awards agree. "A small amount of money for the acquisition of small instrumentation has a greater impact on a small research institution than it does on a larger one," says Elizabeth C. Lieberman, director of the Office of Sponsored Research at Wellesley College.

Ms. Lieberman says that major research institutions are not the only ones conducting important scientific studies. "Larger institutions tend to have a bias against the research done at smaller schools," she says. "The research that is done at colleges like Wellesley is as important and is of as high quality as research at large uni-

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Adjustment of U.S. Weapons Laboratories to Post-Cold-War Era Stirs Policy Debate

By KIM A. McDONALD

WASHINGTON

The end of the cold war and efforts to reduce the U.S. nuclear arsenal have forced officials at the Department of Energy to begin reshaping the missions of its three nuclear-weapons laboratories.

In presenting his fiscal 1993 budget request last month, Energy Secretary James D. Watkins explained that his department would shift its resources from nuclear-weapons development toward activities involving the dismantlement of warheads and efforts to clean up nuclear wastes.

"The missions of the weapons laboratories are shifting rapidly from swords to plowshares," he said.

How rapid that shift should be and how the laboratories should be reconfigured are matters of major contention among policy makers.

'Feverish' Diversification

In a letter this month to Mr. Watkins, Rep. George E. Brown, Jr., a California Democrat who chairs the House Committee on Science, Space, and Technology, said he believed the department should concentrate its nuclear-weapons research in one laboratory.

"The nation no longer needs three nuclear-weapons labs, all of which are trying desperately to retain as much of their defense activity as possible, while also diversifying feverishly toward civilian missions," he wrote.

The DOE's three weapons laboratories are the Lawrence Livermore National Laboratory in Livermore, Cal., and the Los Alamos National Laboratory in Los Alamos, N.M., both of which are operated by the University of California, and the Sandia National Laboratories in Albu-



Edward A. Frieman: "It's clear that the world is changing rapidly, so a proposal such as George Brown's could end up being terribly counterproductive."

querque, N.M., which is operated by AT&T. The laboratories conduct weapons-related work but are also major centers for research in nuclear fusion, materials science, and biotechnology.

Mr. Brown recommended in his letter that the Energy Department, over the next three to five years, transfer all of the nuclear-defense and nuclear-non-proliferation research done at Livermore to Los Alamos.

Livermore, which devotes about half of its research to nuclear-weapons work, would be converted under Mr. Brown's

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States Re-Evaluate Financing of University-Industry Collaborations

Continued From Page A1
starting to get a little suspicious about investing in applied research as an economic-development tool."

Their impatience has been intensified by the recession. Many politicians now believe state funds would be better spent on programs that have a faster, more direct impact on industry. Many of the new economic-development strategies are designed to provide quicker aid to industries, such as help in modernizing manufacturing or eliminating barriers to new markets.

While the new approach means some research universities will no longer reap the side benefits of state largesse, experts say other sectors of higher education—particularly community colleges—could ultimately benefit, as states apply more of their economic-development funds to such strategies as improving worker training.

Some Maintain Support

Some states, including New Jersey and Texas, still strongly support their research programs and have substantially maintained their financing. And some governors, notably Iowa's Terry Branstad, a Republican, are proposing budget increases for economic development based on university research.

But examples of disenchantment abound.

Pennsylvania has trimmed financing for the Ben Franklin Cen-

ters from a 1988-89 high of \$31-million to about \$25-million.

Financing for Ohio's Edison Program has increased, but the entire program is being re-evaluated. Gov. George V. Voinovich, a Republican, has said he wants to be sure the state is getting an adequate return on its investment.

2 Key Characteristics

Research-based, economic-development programs in Illinois, Massachusetts, Nebraska, and Virginia have all been cut, revamped, or challenged on their effectiveness.

While the programs' financing levels and operations vary, most share two key characteristics: They exist in states where severe financial problems have occurred, and they were created under the administrations of governors who are no longer in office.

The challenge to Virginia's program, the Center for Innovative Technology, is typical.

There, Gov. L. Douglas Wilder, a Democrat, had proposed reducing state support for the center by 34 per cent, to \$6.7-million from \$10.3-million, in the first year of the 1991-93 biennium. He would suspend all financing for the second year, pending the outcome of an overall review of the program. About two-thirds of the center's budget is used for university research grants, which must be matched by support from industry.



Roger W. Elliott of Texas's higher-education board: "The state programs have turned to evaluation a little too late."

Secretary of Education James W. Dyke, Jr., says the state needs to "make sure the research that is being supported at the universities really meets industry needs."

Officials of the center say it has been effective. Its success stories include about \$2.6-million in grants to Virginia Polytechnic Institute

and State University for fiber-optic research that attracted \$7.5-million in private support and helped several companies in the Roanoke Valley region.

Mr. Dyke insists the Wilder administration is not out to kill the center, which was started in 1984 under then-Gov. Charles S. Robb.

Government & Politics

And Mr. Dyke credits the center for having "had some sporadic successes." But in times of tight budgets, he says, Governor Wilder wants "a more focused approach."

Business support for the center has been less than wholly enthusiastic, but its legislative backers have been successful in reviving its financing. The Virginia House of Representatives has recommended restoring financing for the center to about \$8.2-million annually; the Senate, to about \$9-million. The two houses are expected to resolve their differences by next month, but the Governor could still veto the money from the budget.

No Rescue in Illinois

The Illinois General Assembly produced no similar rescue campaign when the Illinois Technology Challenge Grant Program came under fire. Created in 1989, the program provides grants to universities, research labs, and private companies. It received \$20-million in 1989-90 and \$17.2-million in 1990-91. In the current year's budget, it received \$7.3-million.

Some of the reduction was proposed by the state's new Governor, Republican Jim Edgar. But the final cuts came from Democratic legislators, according to David E. Baker, president of the Illinois Coalition.

They were looking for "Republican programs" to cut, to generate more money for spending on social programs, Mr. Baker says. "It was technology versus welfare." The

STATE NOTES

- Kentucky to change appointment process for university boards
- Private-college pledge on student aid saves Virginia state grants
- Florida's governor says he will veto 3% cut in top state salaries
- Ohio audit finds mismanagement by community-college officials

Kentucky's Gov. Brereton C. Jones says he will sign a bill that will change the way in which university board members are appointed. The bill could lead to the removal of his predecessor, Wallace C. Wilkinson, from the University of Kentucky Board of Trustees.

Just before his term as Governor expired in December, Mr. Wilkinson, a Democrat, appointed himself to the university's board.

The new law will prohibit such appointments and end the terms of all board members on July 1. The Governor would have to appoint new boards, using a list of candidates provided by a nine-member screening committee. To maintain continuity, he would have to reappoint at least half of the board members, but no individual members would be guaranteed reappointment.

Mr. Jones, a Democrat, has not said whether he will reappoint Mr. Wilkinson to the University of Kentucky board. Many students and faculty members have criticized the former Governor for appointing himself to the body.

Governor Jones said the new law would help colleges. "The best thing we can give them is the highest-quality boards of trustees," he said.

Said Mr. Wilkinson: "Make no mistake about it. This legislation and this move is directed at me. We mustn't make the mistake of thinking that reconstituting the boards of our universities represents reform of higher education."

Under any new system, the issues will remain the same. Only the faces are going to change."

—MARY CRYSTAL CAGE

Virginia's Gov. L. Douglas Wilder has decided not to cut a tuition-assistance program for residents who attend private institutions.

In exchange, private-college officials have promised that they will provide sufficient financial aid to low-income students.

Originally, the Governor's office proposed converting part of the money appropriated for the private-college grants into need-based aid. But the Council of Independent Colleges in Virginia argued that the grant program was an important source of financial aid for middle-class residents. The council noted that the size of the grants had been reduced in recent years because of the state's budget troubles.

The tuition-assistance grants have dropped from \$1,500 in 1989-90 to a low of \$1,350 in 1990-91. The grants are now about \$1,400. Under the compromise, in which the private colleges will

provide enough aid for low-income students, the state grants would remain the same. —M.C.C.

The Florida Legislature has approved a budget that would slice 3 per cent from the salaries of the state's highest-paid employees—many of them faculty members at state universities.

But Gov. Lawton Chiles, a Democrat, has promised to veto the legislation. Under the Legislature's measure, the salaries of about 2,200 university faculty members and administrators would be cut 3 per cent. The money saved—about \$10.4-million—would then be used to provide raises to low-paid employees without increasing taxes.

Governor Chiles said the Legislature's budget did not provide enough money for education and other programs. His proposed budget, which would provide a 2-per-cent pay raise for all state employees, calls for some tax increases.

Patrick Riordan, a spokesman for the university system, said the Legislature's measure was an in-

dications of Florida's attitude about higher education. "It says the Legislature has contempt for the faculty of the university system," Mr. Riordan said. "This sends a signal to the faculty to leave Florida. Get out while the getting is good."

—GOLDIE BLUMENSTYK

Ohio's auditor said he had found numerous examples of mismanagement by former administrators of Southern State Community College. But he concurred with the local prosecutor that there were no grounds for criminal charges.

According to the audit, at least \$15,000 was spent between July 1984 and June 1989 by campus officials without approval of the Board of Trustees and without going to bid.

College officials also signed a three-year contract with a local farmer who was allowed to use a \$25,000 barn in exchange for providing a laboratory setting for agriculture students.

In 1985, at the end of the contract, college officials simply left the barn on the farmer's property—free of charge and without a

new contract. Despite such occurrences, neither the auditor nor Rocky Coss, the Highland County prosecutor, thought criminal charges should be filed.

Mr. Coss said it was a civil matter and that he would turn it over to the state Attorney General for further action.

No charges were brought against Lewis C. Miller, who was president of Southern State for 13 years until he retired in 1988. His lawyer, Thomas L. Rosenberg, said Mr. Miller was pleased. As for the auditor's findings of mismanagement, Mr. Rosenberg said: "Any college president looking back in hindsight would probably do things differently."

—M.C.C.

Briefly noted

■ With Maryland scheduled to abolish its state governing board for community colleges on July 1 and shift authority for the institutions to the state's Commission on Higher Education, the trustees and presidents of Maryland's 17 community colleges have organized the Maryland Association of Community Colleges. The association, which will be financed by the community colleges, will lobby for the institutions.

■ The Florida Board of Regents has selected a 420-acre site off Interstate 75 south of Fort Myers as the site of the state's 10th university. The timetable for developing the new institution depends on how and when the state resolves its current budget problems.



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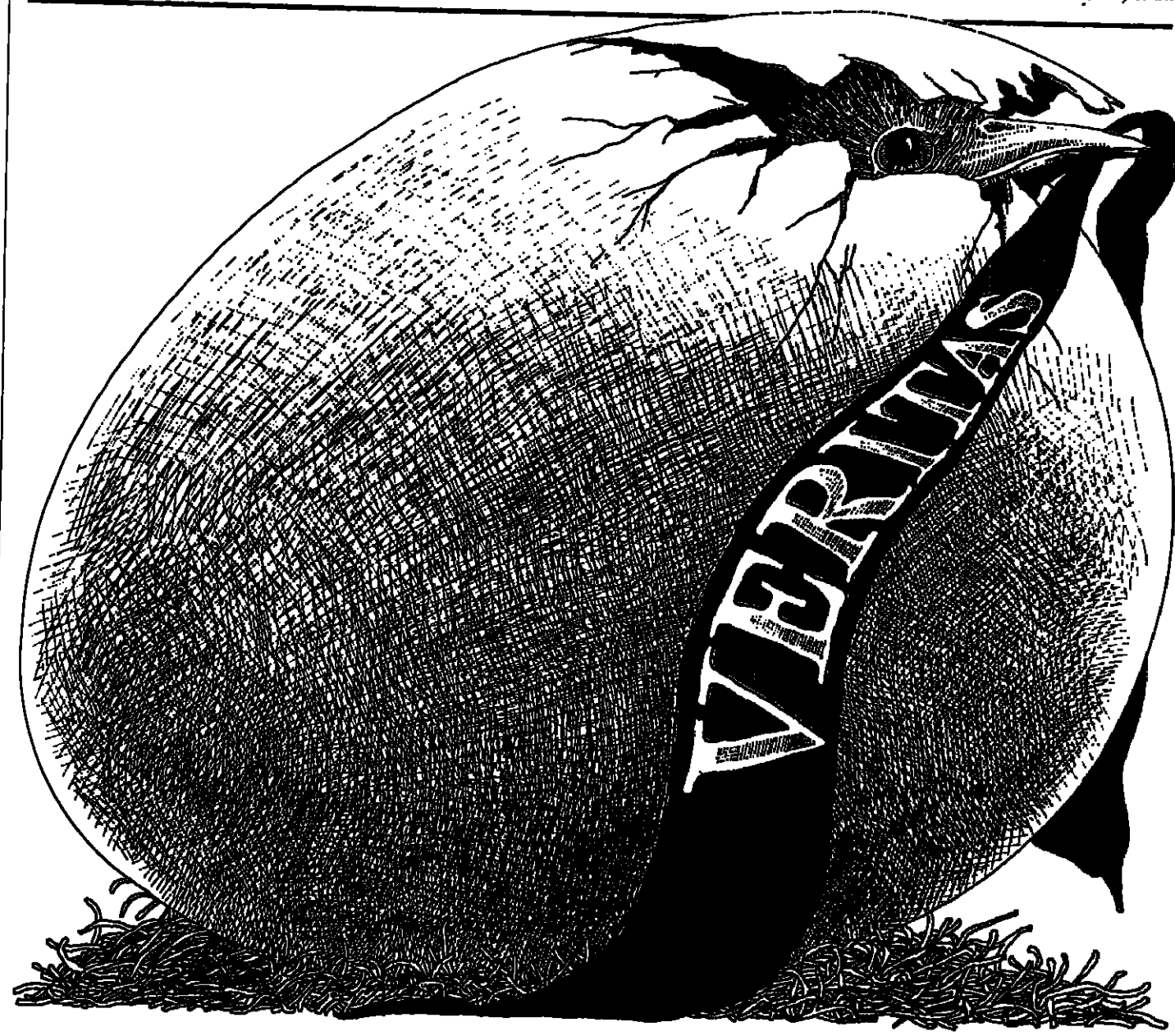
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Section 2

February 26, 1992



By Gregory S. Jay

AT THE ANNUAL MEETING of the Modern Language Association in December, a distinguished panel of senior scholars answered charges that humanities education was being politicized and corrupted by the forces of "political correctness." As I listened to those eloquent voices, I found myself growing uncomfortable. I knew we were in some vague sense "on the same side," but something was wrong with the way the counterattack was taking shape.

In rebutting conservative accusations that leftist academics were biased, narrow-minded, motivated by politics, and a threat to scholarly objectivity and academic freedom, the panel answered by accusing the conservatives of being biased, narrow-minded, motivated by politics, and a threat to scholarly objectivity and academic freedom.

While there is probably some truth in both sets of charges, it does not explain the turmoil on campuses and in the media about PC. The charges and countercharges obscure a deeper and more intractable problem that cannot be resolved by the calls that I heard at the MLA convention for tolerance, pluralism, or academic freedom.

Put simply, the truth is changing, and a lot of people don't like that. At some point, disagreements about the truth are too basic to be resolved by invoking objectivity and

The First Round of the Culture Wars

Liberals are losing because they have not heralded their achievements

diversity, since in practice not every opinion can receive equal respect and equal weight. In education, we do not teach all opinions about the truth, only those about which a professional community of scholars has reached some consensus—if only for the time being.

The consensus about the truth among scholars in literature, history, and other fields has begun to change radically, and it is this new set of truths that we must explain and defend. We should not pretend that scholarly developments in feminism, multiculturalism, and gay and lesbian studies, for example, can be integrated into college curricula without threatening the truth as it previously has been taught.

Ironically, some conservatives are making this same point in criticizing the assault on "political correctness." Writing in the

December 26 issue of *The Wall Street Journal*, Robert K. Kelner, former undergraduate editor of the *Princeton Sentinel*, a conservative student newspaper, objects to those conservatives who use popular slogans about "aca-

ademic freedom" and "free speech" that dishonestly mask their real goals. Many conservatives, he bluntly admits, "actually want a politically correct campus. . . . Conservatives never sought parity with the campus liberals. We sought—and still seek—ascendancy. We wanted our universities to craft conservative curricula."

MR. KELNER points out that the university has never been and can never be "just an empty shell—a repository for any mutant ideology that might choose to take up residence." A university, I would add, is not obligated to establish White Supremacy Centers as a balance to African-American studies programs and need not offer a course on "The Hoax of the Holocaust" or "The Inherent Inferiority of Women" to make the curricula more pluralistic.

Mr. Kelner and I agree, then, that free speech and academic freedom are not the essential issues. Professors of biology are not infringing on anyone's academic freedom when they decide to teach the theory of evolution, based on scientific empiri-

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The First Round of the Culture Wars: Liberals Are Losing

Continued From Preceding Page

cism, and not scientific creationism, based on a literal interpretation of the Bible. A student cannot use the right to "free speech" to justify wrong answers on the biology mid-term, either. Should every class in American history be required to remain neutral on whether Native Americans were the victims of genocide? Should geography professors include material in their courses on the flat-earth theory or mathematics professors give respectful ear to those arguing that two plus two equals five?

WE FACE A messy reality in education: There is always a fine line between opinion and truth, and our job has to be the drawing of that line. How else can we grade papers, evaluate theses, or pronounce a manuscript publishable? Of course, truth in this context is never absolute, unshakable, or timeless. Academic truths represent the rough consensus of a professional community as it evolves over time, and such truths depend upon the establishment and use of professional criteria.

As academics we have recognizable ways of changing the truth: We do research, we find evidence, we present arguments, we try out new ideas, we test hypotheses against test cases. Finally, we must persuade audiences of our peers (and less often, unfortunately, the general public) that we are right. These "legitimation" procedures are never perfect; they are always subject to our frailties, including our personal tastes, beliefs, self-interest, and political convictions. The process can maintain its integrity only if it allows new truths to emerge.

Educators cannot escape the contradiction built into the impossible job that society has assigned to us. We are asked, as Mr. Kellner reminds us, "to convey the traditions and values of our society from one generation to the next." But we are also charged, as he fails to mention, with the task of producing new knowledge. Over the last 20 or 30 years, scholars in the humanities have used the traditional legitima-

tion procedures of their profession—the refereed article, the scholarly monograph, the conference presentation, the tenure and promotion process, the classroom dialogue—to produce an astonishing body of new knowledge about how cultures treat those groups and individuals who are branded as *not* belonging to the dominant society.

Contrary to some accounts, this knowledge was not produced by a group of "tenured radicals." It began as an insurgency among part-time and untenured women, among minority intellectuals, and among gay and lesbian critics—among, in short, the have-nots of academe. They often were joined by younger men and women of the mainstream who turned away from the "close reading" of the New Criticism—whose stress on aesthetic issues often went hand in hand with a conservative political agenda—and turned to the theories of cultural criticism available in French post-

ing thrown out of the curriculum in favor of Westerns, comic books, or (gasp!) books by women and people of color, the reality is that curricular changes have not everywhere kept up with the new scholarship. Alarmed by the bad publicity generated by critics of PC, the MLA commissioned a survey of 600 English professors last year to see what books and authors they were requiring. The results were no surprise to anyone who teaches every day in an English department or to anyone who has actually bothered to go to a campus bookstore. Hawthorne, Thoreau, Melville, and Emerson, for example, were still rated the most important authors for courses on 19th-century American literature.

Phyllis Franklin, the executive director of the MLA, told *The Washington Post* last month, "The canon is alive and well. People in our field are relatively conservative when it comes to selecting the works they assign students to read." Ms. Franklin's



"We face a messy reality in education: There is a fine line between opinion and truth, and our job has to be the drawing of that line."

structuralism and British Cultural Studies, both of which reject "art for art's sake" and stress how works of culture belong to the larger struggles of their societies. It is a testimony to the soundness of the legitimation procedures that such modes of criticism became fairly widespread and respectable, despite the fact that most tenured faculty members initially disagreed with them.

The resistance to this new knowledge continues to be formidable. Although we hear much in the press about classics' be-

interpretation placates conservative ideologues at the cost of misrepresenting both the significance and importance of curriculum reform. The MLA survey does not reveal how canonical authors are being taught. When you pursue that question, it appears that the new scholarship may actually be making some real headway.

I suspect that the truth one learns about Shakespeare or Shelley or Melville in many classrooms today is not the same truth that was taught in the 1950's or even the 1970's. In fact, the new scholarship represents a marked improvement over that of previous generations, for it includes much that was overlooked or left out. Post-colonial theory now helps us to see how Shakespeare's *Othello* and *The Tempest* dramatize England's engagement in imperialism. Feminist criticism, likewise, combines with new historical scholarship to improve our understanding of gender roles in the Renaissance and of the way popular theater reproduced or subverted them. Deconstructive criticism questions the long-held belief that Romantic poets saw a living correspondence between nature and language, for they show instead how skeptical Shelley and others were about the powers of representation.

AS EVE SEDGWICK ARGUES in *Epistemology of the Closet*, gay and lesbian studies concern themselves with how everyone's sexuality is constructed by society and shed tremendous light on the literary works of dozens of "straight" canonical authors. In the canon-busting (and notorious) *Heath Anthology of American Literature*, we can read the literature of Native Americans along with the narratives of the explorers and pilgrims who claimed to be "discovering" America.

My point, then, is that the best way to answer the conservatives is not by reaffirming academic freedom or free speech,

but by pointing to the legitimate achievements of the new scholarship and criticism. The conservatives offer only a political attack and do not back it up with intellectual work that matches the new scholarship in quantity or quality. We ought to be proud of the new knowledge and new truths that we are producing and ready to defend them on intellectual as well as political grounds.

IF THIS KNOWLEDGE fits more harmoniously into our nation's long-deferred dream of achieving a democratic society, and if in its own small way it contributes to lessening the bigotry and discrimination that have been traditionally a part of higher education, then we have nothing to be defensive about. The knowledge and values expressed in the new scholarship are better than the old wisdom of elitism, prejudice, authoritarianism, and inequality, and we ought to be forceful in saying so.

Yet what good does it do to say such things if it's only to each other? Academic liberals and leftists have lost the first round of the culture wars to the conservatives, who have a sophisticated understanding of how to get their ideas translated into plain English and public policy. Meanwhile, the rest of us have ignored the job of communicating the value of our work to a larger public audience. If we feel misunderstood, much of the blame has to be our own. If we feel misrepresented, then we had better get to work on representing ourselves and our work in more accessible and persuasive ways.

Granted, the conservatives have a huge financial support network and are given frequent space in the pages of *Newsweek* as well as *Commentary*, *The New Criterion*, and *The Wall Street Journal*. But contrast this to the proliferation of special-interest academic periodicals, in which brilliant critics consume countless hours to communicate with a few hundred like-minded scholars. We have *Critical Inquiry*, *Diacritics*, *New Literary History*, *Signs*, *Representations*, *Cultural Critique*, but no general-interest magazine that reaches outside the academy.

Without abandoning our necessary scholarly projects, we ought to think about shifting some of our time to speaking and writing for the public. More of us need to write books for the general public that explain aspects of the new scholarship and show how valuable it can be in practice. We need to meet and cultivate journalists and editors and write opinion pieces for newspapers and magazines. We need to challenge the book-review practices of the print media, where academic work is often ignored or ridiculed. We need to think about the relative absence of academic intellectuals from television news and commentary shows and propose the development of programs that bring the new scholarship into that medium.

Such efforts are becoming even more imperative as budget cuts provide opportunities to end reforms or close down controversial programs. The conservative attack proves that there is no ivory tower and that we will not be allowed to pursue our work on campus if we cannot make that work understood and influential in the world around us.

Gregory S. Jay is professor of English and comparative literature and coordinator of the graduate program in modern studies at the University of Wisconsin at Milwaukee. His latest book is *America the Scrivener: Deconstruction and the Subject of Literary History* (Cornell University Press, 1990).

OPINION

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LETTERS TO THE EDITOR

Public Universities: Realities and Challenges

TO THE EDITOR:

John J. Clayton's Point of View, "America Is Destroying Public Higher Education" (January 29), fails to reflect the reality and challenges that our present financial crisis present for U.S. universities.

The reality is that government, whether state or federal, has fewer dollars for programs of any kind, including those for teaching and research. The challenge to universities, like that to other organizations, is to find new ways to achieve our priorities and to eliminate those which are of less value to us. This is as true in the independent sector, which Clayton dismisses, as in the public sector.

Professor Clayton concludes with a reference to the violent movie *Blade Runner* to convey his apocalyptic vision of a possible future. We need his better visions, skills, and intelligence to create alternative solutions to our problems, not a sense that our present troubles will present us with a Hollywood future—either good or bad.

RICHARD L. McDOWELL
Dean
Chapman University
Orange, Cal.

TO THE EDITOR:

Amazingly, John J. Clayton's opinion piece obviates his own lead illustration of the Polish window washer: "That man is putting two sons and a daughter through university! You understand? And that's America."

Yes, he was busy working and saving for the revered goal of a college degree. Busy with economic self-reliance. Busy exemplifying an ethic of productivity. Busy with a dedication toward family commitment. He evidently was not busy cajoling government for handouts, schools for awards, or banks for loans. . . .

Instead of individual responsibility, thrift, self-determination, and family sustenance, Professor Clayton offers us the palliatives of increased taxes, the dole, and greater governmental control. That's America?

HENRY J. STONIE
Chair of the Humanities
and Social Sciences Division
Emerson College
Boston

TO THE EDITOR:

One of John J. Clayton's comments demands a response. In dis-

cussing the rising costs to students at the University of Massachusetts, he says, "What's happened to low-income students? They go to inexpensive community colleges near their homes—or they just don't go." And what, precisely, is it that disturbs Professor Clayton about students' attending an inexpensive community college?

Community colleges typically educate students at a full-time equivalent cost approximately half that of a research university. Part of the reason is because our faculty are hired to teach and encouraged to do research (not the other way around).

At my community college, 42 per cent of the arts-and-science (that is, transfer) faculty have earned the appropriate terminal degree in their fields; 30 per cent . . . attend more than one instructional-improvement program or assessment session annually; 31 per cent received support from the college to attend at least one professional seminar or meeting last year; and 8 per cent either published a paper or participated in a professional meeting.

Studies conducted by the Washington State Board for Community and Technical Colleges show that community-college students who transfer to four-year schools in the state consistently earn higher grade-point averages than native students at the same level. It would appear that lower-division students, no matter what their income level, might be making a smart academic decision by choosing those "inexpensive community colleges near their homes."

RICHARD D. FULTON
Dean of Faculty
Clark College
Vancouver, Wash.

TO THE EDITOR:

Professor John J. Clayton is sadly mistaken when he says that America is destroying public higher education. What he should have said is that American higher education in general has destroyed itself. Where was Professor Clayton during the last 30 years? On an extended sabbatical or what?

The general public is not as benighted as tenured and cloistered professors of English would assume. In fact, I believe that the vast majority of the public can be fooled only a very short time. During the 1960's and the 1970's, the public witnessed

the politicization of the universities. All values and standards were denied as discipline and decorum were emptied from academic circles. Costs went up while results went down.

During the 1980's, we saw the advent of the Soviet-Marxist term "political correctness" as a form of behavior imposed on students and faculty in the interests of the cliques now dominating the universities. Recently, a number of universities have been accused of irregularities in the use of federal funding. . . .

We have failed to educate our students and we have failed miserably. If we would only admit this fact, we would be on our way to a reform that would raise our students to new heights of achievement. But Professor Clayton and his ilk will not do this. They prefer to blame the whole country for what is essentially their fault. The remedy lies in admitting that the catastrophe has already occurred and that none of us who ever entered a classroom to lecture may be exonerated.

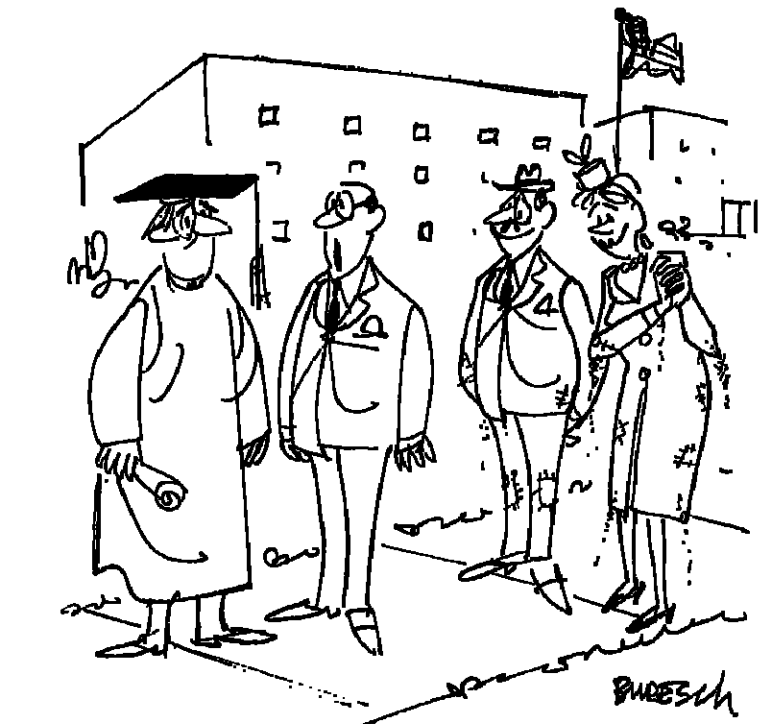
We must begin anew by exterminating all favoritism, demanding hard work, refusing to kowtow to any special-interest groups, ruthlessly expelling students who have no ability, no talent. . . . Colleges and universities, in the use of federal and state funds, must return to integrity. If we do this, Professor Clayton's predictions for the 21st century need not be our future. But Professor Clayton and his supporters will have to get off the pharaonic bandwagon and accept their share of the blame.

MICHAEL SUOZZI
San Diego

NAFEO and the making of educational policy

TO THE EDITOR:

Over the past month, I have read a number of articles ("President of Black-College Lobbying Group Stirrs Furor With Claim ACE Is Racist," January 8, and "Black-College Presidents Plan a Summit" Amid Displeasure With Lobbying Group," January 15) and letters to the editor ("Charges of Racism Against the ACE's President," January 22) concerning the leadership of the National Association for Equal Opportunity in Higher Education and the formulation of education policy by the Amer-



THE CHRONICLE OF HIGHER EDUCATION

"Let me get this straight. There's a tug at your conscience as to whether you want to take postgraduate courses?"

ican Council on Education. I have noticed how the issues have taken an interesting turn from possible exclusionary policy development by ACE to victimizing the victim, NAFEO.

The central public-policy issue raised by NAFEO's president, Samuel L. Myers, is how education policy is made in this country. Anyone knows that policy decisions are formulated over lunch, at country clubs, in back rooms—places which have tended to exclude African Americans and other minorities. We have been told and it has been confirmed that the "group of six" have frequent breakfast meetings in which policy issues are discussed. We have also been told that it is felt unnecessary to expand that group to a gang of seven or eight when issues pertaining to minorities and women are discussed, because these special-interest groups are members of the larger interest groups.

This response is unacceptable. When broad public-policy issues which affect the fair treatment of women are on the table, then I believe that the breakfast group should include appropriate representatives from women's groups. In addition, when the broad public policy centers on African Americans, then I believe that representatives of African-American groups should be sitting at the breakfast table with the group of six. Although the breakfast meetings, without the presence of representatives from the special-interest groups, may not have been overtly intended to unfairly treat African Americans, other minorities, and women, these meetings may covertly produce policies which unfairly treat these groups.

A troubling question raised by your news analyses is whose interests are being served by the obvious attack on NAFEO's leadership. It is no coincidence that these attacks come after Dr. Myers questions why African Americans are left out of the formulation of educational policies which directly affect them.

African Americans should be suspicious of how education policy is being made in this country. Over the past 10 years, the number of doctorates received by blacks declined by 23 per cent. Minority scholarships are being legally challenged. Retention rates of African-American students and African-American faculty members are at exceptionally low

levels. The type of healthy suspicion raised by Dr. Myers about the fairness of the aforementioned process is the key to African Americans' continued survival and progression in this country.

NAFEO has been an important vehicle in the articulation and formulation of African-American higher education. . . . I do believe that it is important for institutions to work well and to run efficiently for the people they serve. In addition, institutions continually need to re-examine their missions and their effectiveness. As I understand the organizational structure of NAFEO, mechanisms exist for this reassessment. This empirical reassessment, however, should be done independently and should not be allowed to cloud the issues at hand.

Regrettably, tactics are being used to shift our focus from the most important issue. The personal charges against the leadership of NAFEO or ACE have detracted our attention from the real issue: Is the behavior of ACE conducive to a fair development of educational policies that have an impact on minorities and women in this country? This issue, thus far, has not been adequately addressed.

HOWARD (PETE) RAWLINGS
Vice-Chairman of the Committee
on Appropriations
Maryland House of Delegates
Annapolis, Md.
Assistant to the President
The New Community College of Baltimore
Baltimore

The "group of six" to which our correspondent refers comprises the leaders of the American Association of Community and Junior Colleges, the American Association of State Colleges and Universities, the American Council on Education, the Association of American Universities, the National Association of Independent Colleges and Universities, and the National Association of State Universities and Land-Grant Colleges.

—THE EDITOR

Scientists must enter federal-budget fray

TO THE EDITOR:

Least readers mistake Albert H. Teich's views in "Discussions of Setting Science Priorities Are Filled With Misunderstandings" (Point of View, January 22) for inside-the-Continued on Following Page



THE CHRONICLE OF HIGHER EDUCATION

"What makes you think I would look good with a pony tail?"

CAROLE CABLE



THE SUMMER OF HER 39TH YEAR, ELEANOR COULD BE FOUND MOST EVENINGS ON A HILL (KNOWN LOCALLY AS "ROBERT'S HUMP") DOING AEROBICS OF HER OWN DEvisING

CHRIS BUREAU

Letters to the Editor

Continued From Preceding Page
Beltway prattle, I write to remind the research community that the process described is no spectator sport.

While Teich never makes clear who "misunderstands" and who "misleads many would-be participants," his lecture on 10 myths about federal science funding should give little comfort to those academic administrators and principal investigators who wish for larger budgets and a return to the good old days. Teich offers up cool reassurance and some caricatures, such as his summary statement: "Scientists have a great deal to contribute, but not by pursuing the unrealistic goal of a consistent set of priorities for all of science that would somehow be presented to government decision makers on stone tablets." Nobody in the research-and-development agencies, Congress, or the research community seeks or expects this.

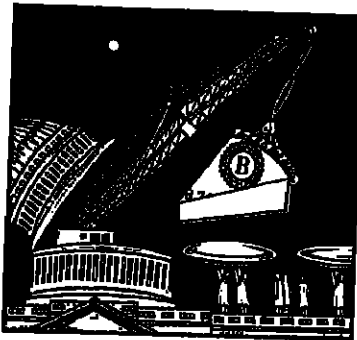
What is needed is less hand-wringing and more participation in an admittedly political process. Where this process ceases to be "political" and becomes a matter of "scientific rationality" is anybody's guess. (Is a message "rational" due to its content or its source?)

Participants in the process, therefore, should harbor no delusions. Nor should they think that their professional or institutional representatives in Washington have everything under control. Bemoaning the difficulty of the tasks identified with priority setting, as Teich does, is less constructive than suggesting new ways of drawing the research community into what Teich correctly observes is ultimately in the hands of political decision makers.

Finally, what Teich fails to acknowledge is that the research community has consistently maintained a posture of expecting that the special

character of its work would carry the day and win the dollars. But it's a new day, and everything in the discretionary budget is "special." Thus, new strategies are required.

The research community and science policy makers must move beyond ambivalence about both the annual wrestling match called the federal-budget process and the debate



over the merits of priority setting. It is time for them to contribute ideas and expertise to the difficult tasks at hand. They must demonstrate that the self-interest of scientists is in the best interest of the nation, if not the world.

DARYL E. CHUBIN
Senior Associate
Science, Education,
and Transportation Assessment
Office of Technology Assessment
U.S. Congress
Washington

Philosopher answers anti-feminism charges

TO THE EDITOR:

Most American women subscribe philosophically to an older "First Wave" liberal feminism whose main goal is equity. A First Wave or "equity feminist" wants for women what she wants for everyone: fair treatment, no discrimination.

Contemporary academic feminists ride this First Wave for its popular-

ty, but many now adhere to a more radical "Second Wave" doctrine: that women, even modern American women, are in thrall to "a system of male dominance" variously referred to as "heteropatriarchy," or the "sex/gender system." The philosophy of "gender feminism" has become the dominant teaching in the academy that now supplies the rhetoric and political vocabulary for feminist activists everywhere.

In an Opinion piece in *The Chronicle* ("Feminist Philosophers Are Oddly Unsensitized to the Women They Claim to Represent," October 11, 1989), I called attention to the embarrassing gap that separates many feminist theorists from the majority of women they claim as their constituency. My writings on this theme have aroused wrath.

Gender feminists are known to deal harshly with adverse criticism. Anyone glancing at three recent issues of *The Chronicle* will have seen me portrayed as a pernicious and reckless antagonist in the vanguard of Patriarchy's assault on feminism ("Philosophy Professor Portrays Her Feminist Colleagues as Out of Touch and 'Relentlessly Hostile to the Family,'" and "Row Over an Unpublished Article Illustrates the Enmity in the 'Political Correctness' War," January 15; "The Acrimonious Debate Over Feminist Philosophy," Letters to the Editor, February 12; "The Quarrel Over Feminist Philosophy Continues," Letters to the Editor, February 19).

I am credited with extraordinary powers. For example, I am accused of successfully "harassing" the entire Board of Officers of the American Philosophical Association into publishing a letter submitted to the editor of our bulletin. And my writings are having a "chilling effect" on feminist scholars across the country.

It is perhaps just as well not to lose perspective: I am but a single individual, and the feminist philosophers who have here arrayed themselves

against me—notably Professors Allison M. Jaggar, Sandra Lee Bartky, Sandra G. Harding, and Marilyn Friedman—are "the establishment." I am, indeed, flattered that they consider me so threatening. On the other hand, there are obvious costs in having to deal with these worthies; there is, for example, the chore of having to respond to baseless charges brought by colleagues who are in constant agitated communication. They do tend to run in sisterly packs.

When *The Chronicle* informed me it was planning to do a profile on my work, I looked forward to discussing my writings on the theory of virtue, on moral education, on the ethics of the special relations including the ethical ties that bind family members, and on my brand of liberal/equity feminism. That the profile did not turn out that way is due in part to the reaction of feminist philosophers who were outraged by *The Chronicle's* intentions to publicize my views (having learned of them from the Executive Director of our professional association). Some reproved *The Chronicle* and expressed the hope that it would drop the idea, others

concentrated on impugning my character. In any case, my modest scholarly attainments soon receded into the background of interest, and the feminists' quarrel with me became the real focus of the story.

Readers who want to explore the issues more fully may wish to look at the exchanges between Marilyn Friedman and me in two recent issues of *The Journal of Social Philosophy* (Winter 1990, Spring 1991). I will here confine myself to addressing a few of the more outrageous charges against me. Even so I must apologize for the length of my response: It takes a lot more time to untie knots in the truth than it takes to tie them.

Professor Harding told *The Chronicle* that I deliberately misrepresented her when I attributed to her the view that male scientists approach nature in a sexually aggressive way. I had cited her speaking of "marital rape," the husband as scientist forcing nature to his wishes. Harding claims that the quoted words referred to metaphors used by scientists themselves, not by her. She adds that she does not believe scientists are the equivalent of rapists. "By using the quote," says Harding, "Ms. Sommers is trying to make us look sexually scandalous." She considers this a telling example of the way I usually "demonize people."

I do not pretend to know what Harding thinks scientists are equivalent to. I did say that she presents a picture of "male science" that "exposes" it as a sexist enterprise. It is a picture which, owing to her considerable influence, has become official with gender feminists. In her book *The Science Question in Feminism*, she says: "The sexist meanings of scientific activity . . . are used to attract young people (young men, presumably) into science and the philosophy of science."

In a section called "Should the history and philosophy of science be X-rated?" Harding argues that Isaac Newton's discoveries were understood in sexual as well as mechanical terms. She notes that viewing nature as a mechanical system proved illuminating and contends that: "A consistent analysis would lead to the conclusion that understanding nature as a woman indifferent to or even welcoming rape was equally fundamental. . . . In that case, why is it not as illuminating and honest to refer to Newton's laws as 'Newton's Rape Manual' as it is to call them 'Newton's Mechanics'?"

Ms. Harding would have *Chronicle* readers believe I craftily attribute to her the view that male science is essentially sexist. But passages like these are common in her writings. Harding should look for a way to impugn me that does not compromise

LIBRARY SCIENCE MILESTONES



"It's called a 'shelf.'"

OPINION

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her commitment to views that are the hallmark of her professional career.

Sandra Bartky has written that "a thorough overhaul of desire is clearly on the feminist agenda: the fantasy that we are overwhelmed by Rhett Butler should be traded in for one in which we seize power and re-educate him." I quoted this in a recent article as an example of how gender feminists are working for an overhaul of sexual preferences and desires in a new social order that will no longer "eroticize domination." For Bartky believes that "the relations of domination [that] perpetuate the patriarchy" must be changed in ways that will de-eroticize the Rhett Butlers that so fascinate benighted women.

In her letter, however, Bartky accuses me of misleading readers by failing to point out that her talk about overhauling desire by a revolutionary transformation of society was meant as a joke. According to Bartky, any "simpleton" could here see the rare humor of "the juxtaposition of the high-campiness of *Gone With the Wind* with the moribund rhetoric of Marxism-Leninism." Here then is another example of my "demonizing" polemic.

It is unfortunate that I must burden the reader with evidence that Bartky was not being funny. An "overhaul" of incorrect fantasies is on Bartky's "feminist agenda." In her book, *Femininity and Domination: Studies in the Phenomenology of Oppression*, which was written shortly before the unforeseen disintegration of the Soviet Union, Ms. Bartky tells us that she is "disheartened by the decline of interest among feminists in Marxist theory," which points the way to "constructing a more just society." She reminds us that she argues "in many places that a feminist reconstruction of self and society must go far beyond anything now contemplated in the theory or politics of the mainstream women's movement."

According to Bartky, patriarchy and capitalism socialize women in ways that "may maim and cripple the spirit forever." She says it is "the masters of patriarchal society" who arrange matters so that women "respond physically and emotionally to sadomasochistic images." The solution will require that "the system of oppression as a whole is overthrown."

One can understand Ms. Bartky's newfound haste to speak of the "moribund rhetoric of Marxism-Leninism." But in all of her work to date, the agenda of a social revolution that will bring with it the desired

transformation of consciousness, including changed patterns of sexual desire, is basic. No kidding.

Once again we have the unseemly spectacle of a senior and influential feminist philosopher whose eagerness to discredit me leads her to disavow views she holds dear.

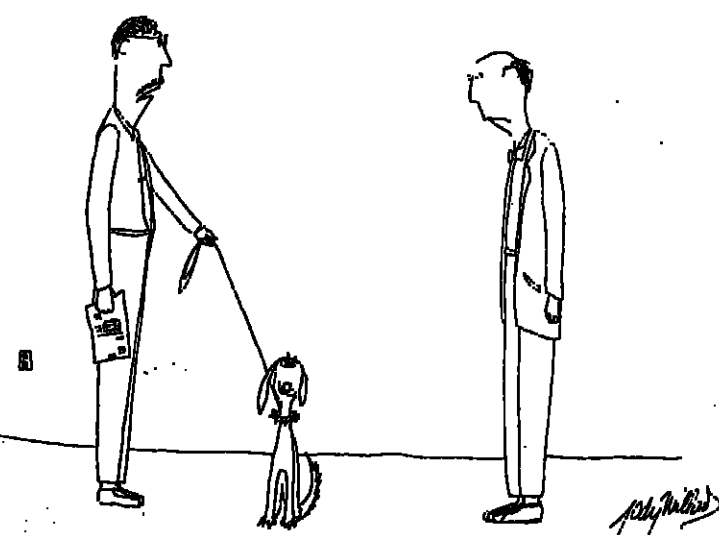
Marilyn Friedman's charges that I distort feminist positions have been answered in detail in *The Journal of Social Philosophy*. . . .

Those who see the world through the sex/gender lens must feel very much like Anton van Leeuwenhoek felt when he looked through a microscope for the first time and found a teeming, predatory jungle in a drop of water. Feminists like Jaggar, Harding, Bartky, and Friedman . . . see rape, harassment, female degradation, and male pathology where no one else does. Moreover, they insist on this perspective as an ideal. As Bartky says: "Feminist consciousness is consciousness of victimization . . . to come to see oneself as a victim." (Incidentally, I do not say or "infer" that Ms. Harding hates Beethoven. I did quote McClary as hearing in Beethoven's "Ninth" what I do not hear: "a throttling murderous rage of a rapist incapable of attaining release.")

Bartky says that "Sommers provokes because she doesn't play the game by the rules." We get a fair idea of Bartky's own style of play when we read *The Chronicle's* report of how she justifies having written a letter to the editors of *The Atlantic Monthly* urging them to suppress the article on academic feminism they had invited me to write: "Ms. Bartky said it was legitimate to urge the magazine not to print Ms. Sommers' piece. [She said:] 'I wouldn't want a nut case who thinks there wasn't a Holocaust to write about the Holocaust.'"

What Bartky did and says seems not to have distressed any of her sisters in arms. One might have expected the gender feminists themselves to condemn her reprehensible attempt to muzzle me and, indeed, to apologize and to dissociate themselves from her actions. Here was an opportunity for some elementary decency. But it was bound to be missed. For my aggrieved adversaries believe that in acting to contain me, Ms. Bartky was doing what was right and proper (though some may think she has been somewhat indiscreet).

Finally, I want to express my gratitude for the brief letters by Professors Bruce Bubacz, Michael D. Roth, Francis J. Beckwith, Peter Wolfe, and Douglas Gaerte. Their



"After 18 years of cultivating Patrick Daniels, III, may I present his planned gift to us: Twinkles."



THE CHRONICLE OF HIGHER EDUCATION

"So they were going to publish my book. But then when the publishers found out that my floppy disks were incompatible with their floppy disks, they changed their minds and rejected it."

deft and sane remarks are a cheerful contrast to the overwrought *ad feminem* rhetoric of my critics.

CHRISTINA HOFF SOMMERS
Associate Professor of Philosophy
Clark University
Worcester, Mass.

Fiction index available in print form

TO THE EDITOR:

Linda G. Gabel says "that until now, library users have been unable to gain access to adult fiction by subject" ("Libraries: Computer project will catalogue fiction by subject headings," January 15).

This may be so if she refers only to computerized bibliographic records for works of fiction. However, for the past 45 years, there has been a printed fiction index that offers readers a subject approach to novels. Published by the Association of Assistant Librarians (in division of the [British] Library Association) as *Fiction Index, or Cumulative Fiction Index*, this reference work is held by many American libraries (as shown by the Online Computer Library Center data base).

T. MARK HODGES
Director
Medical Center Library
Vanderbilt University Medical Center
Nashville

In defense of law schools

TO THE EDITOR:

I guess I take this curriculum-reform stuff too seriously or I didn't get the jokes, but this juror finds James D. Gordon, III, far too innocent by reason of inanity ("The Trials of Reforming Legal Education," Opinion, January 22). Whatever else may be said about the deficiencies of legal education, Professor Gordon's opinion adds nothing of substance!

He trashes the "hated" Socratic method, lazy law professors (apparently they all are), and lawyers in general. When he tries to make his point—reforming law-school curriculum—he calls for specialization. . . . But specializing is the least desirable way to reform the curriculum. . . .

Whether in legal, business, or other professional education, critical thinking and written- and oral-communication abilities emanate from broad-based interdisciplinary curriculum, not specialization.

I am a lawyer by profession; I teach graduate and undergraduate law courses; and I currently oversee an MBA program. Business education "has recently come" to grips with curriculum reform, and the most

thoughtful appraisers of that system have advocated the "generalist" approach. It is more liberalizing and educationally sound.

What law schools should incorporate into curricula are economics, literature, history, public policy, information systems, and management theory. Law school is a place to "specialize" in thinking, questioning, doubting, and analyzing, not in document drafting or health-care law, as Professor Gordon suggests.

Nor do law schools have a monopoly on the lengthy duration of curricular reform. (Professor Gordon jokes, "We only finished . . . 100



years ago.") Most of us in the educational establishment know that it takes years to innovate. The fact that some law schools are at the "talking stage" of reformation is at least a step in the process. . . .

CHARLES P. MULLANEY
Graduate Programs Coordinator
Associate Professor of Justice
and Law Administration
Western Connecticut State University
Danbury, Conn.

TO THE EDITOR:

Law schools and legal education really need no defense. The success of lawyers in coping with the problems of a complex world generation after generation testifies enough to the quality of legal education. But James D. Gordon, III, has fed to your readers in other disciplines such a plateful of sorry misunderstanding of legal education that a brief response seems necessary.

The trouble with Professor Gordon's piece is that he assumes that the prime purpose of legal education is to turn out graduates who "know the law." He characterizes the Socratic method introduced by Christopher Columbus Langdell as the use of "questions and answers to teach the

law" and acknowledges that it is a good method for "teaching students how to think like a lawyer." Both of those aims—learning the law and thinking like a lawyer—are indeed part of legal education, but the real purpose of legal education embodies a loftier aspiration.

Edward Levi has characterized legal education in these words: "We have created a liberal-arts graduate program and have given it a generalist professional thrust." The result is that graduates of our law schools have the ability to use the law to contribute to the humanness of society, both here and abroad. If they followed Professor Gordon's advice and only specialized while in law school, the lawyers would be poorly equipped to deal with whatever problems their clients encounter. The best lawyers, in due course, become specialists in the subjects that concern their clients. . . .

Professor Gordon complains that, in the third year of law school, students are "bored out of their minds," having learned basic analytical skills in the first year. . . . After mastering the rudiments of skills, intensive practice is needed to put the basic skills into effective use. That is what happens in the second and third years of law school.

Lawyers who complained for generations that newly graduated students can't find the courthouse or draft a common legal document. Those very lawyers, however, left law school with the same shortcomings, but, with a little introspection, they will realize that what they learned in law school equipped them to develop the skills that led them into distinguished careers. The law schools have reason to be proud of their products, the much-maligned but very worthy members of the legal profession. MICHAEL H. CARDOZO
Attorney at Law
Former Executive Director
Association of American Law Schools
Washington

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.

MÉLANGE

Fighting the Metaphorical Wars of Liberal Democracies; Developing Close Ties Between Our Schools and Colleges

THE DECLINE of community life suggests that in the future, we risk becoming secure and self-absorbed. . . . devoid of striving for higher goals in our pursuit of private comforts. But the opposite danger exists as well, namely, that we will return to being . . . engaged in bloody and pointless prestige battles, only this time with modern weapons. Indeed, the two problems are related to one another, for the absence of regular and constructive outlets for *megalotheimia* [the desire to be recognized as superior to other people] may simply lead to its later resurgence in an extreme and pathological form.

It is reasonable to wonder whether all people will believe that the kinds of struggles and sacrifices possible in a self-satisfied and liberal democracy are sufficient to call forth what is highest in man. . . .

In particular, the virtues and ambitions called forth by war are unlikely to find expression in liberal democracies. There will be plenty of metaphorical wars—corporate lawyers specializing in hostile takeovers who will think of themselves as sharks or gunslingers, and bond traders who imagine, as in Tom Wolfe's novel *The Bonfire of the Vanities*, that they are "masters of the universe." . . . But as they sink into the soft

leather of their BMWs, they will know somewhere in the back of their minds that there have been real gunslingers and masters in the world, who would feel contempt for the petty virtues required to become rich or famous in modern America. How long *megalotheimia* will be satisfied with metaphorical wars and symbolic victories is an open question. One suspects that some people will not be satisfied until they prove themselves by that very act that constituted their humanness at the beginning of history: They will want to risk their lives in a violent battle, and thereby prove beyond any shadow of a doubt to themselves and to their fellows that they are free. They will deliberately seek discomfort and sacrifice, because the pain will be the only way they have of proving definitively that they can think *well of themselves*, that they remain human beings.

—Francis Fukuyama, resident consultant at RAND Corporation, in *The End of History and the Last Man*, published by the Free Press

ONE of the most deeply suppressed truths in America is that elementary/secondary education and higher education are part of the same enterprise. . . .

Indications of growing similarity with their fellow educators in the elementary/secondary sector may not be apparent to most university faculty members, but at least some in the professorial and many in college and university administrations who are paid to worry about such matters, have come to see that the schools are in trouble and that the colleges and universities may need to do something about it. Higher education is not only recognizing its increasing professional solidarity with the schools around a common educational mission, but also realizing how much colleges and universities depend on having the schools produce enough high-school graduates who can and will undertake college work. Since the numbers of eighteen-year-olds began to decline a decade ago, the colleges have become more attentive. For too long, the cultural and social differences between higher education and elementary/secondary education have obscured the powerful self-interest that the colleges have in developing a close and congenial relationship with the high schools. —Patricia Albjerg Graham, professor of the history of American education at Harvard University, in *S.O.S. Sustain Our Schools*, published by Hill and Wang



FACULTY POSITIONS for Academic Year 1992-93

DOWNTOWN CAMPUS

COUNSELOR: Master's degree in counseling and guidance, social work, rehabilitation counseling, family and consumer resources, or clinical or educational psychology. Professional counseling experience at a postsecondary and/or community college level. Demonstrated understanding of the multicultural needs of a southwestern community college. Must be able to work variable hours to include evenings.

Preference: Within the past five (5) years' experience with academic assessment, advising, career counseling, personal counseling, and adult college re-entry personnel in a higher education setting. Social services agencies. Teaching experience in adult personal growth classes.

MATHEMATICS: Master's degree in Mathematics, or Mathematics Education with minimum 24 hours' upper division or graduate level mathematics coursework.

Preference: Teaching experience in a community college or at the lower division level in four (4) year college or university. Must be capable of teaching algebra through differential equations, and must enjoy teaching a substantial percentage of lower level and developmental courses. Coursework in related sciences. Training or experience with computers, integration of computer use into coursework. Teaching experience in a multicultural environment.

EAST CAMPUS

COUNSELOR (search extended): Master's degree in counseling and guidance, social work, rehabilitation counseling, family and consumer resources, or clinical or educational psychology. Demonstrated understanding of the multicultural needs of a southwestern community college.

Preference: Within the past five (5) years' experience with Professional counseling in higher education setting. Academic assessment, advising, career counseling, personal counseling, and adult college re-entry populations in a higher education setting. Social services agencies.

HUMANITIES: Master's degree in Humanities or related fields, e.g., Art History, Comparative Literature, Oriental Studies, Religion, etc. Teaching experience at college, secondary and/or community college level. An understanding of the multicultural needs of a southwestern community college student body.

Preference: Demonstrated experience in innovative modes of instruction, e.g., team teaching, collaborative learning, and an emphasis on critical thinking. Knowledge and incorporation of multicultural and gender components into the Humanities curriculum. Experience in supervising programs. Academic and career advising experience.

WEST CAMPUS

EARLY CHILDHOOD EDUCATION: Master's degree in Education or related field with emphasis in Early Childhood Education and Child Development. Teaching experience in early childhood through third grade in interdisciplinary subject areas including at least five (5) of the following: math, science, language, social studies, children's literature, music and art. Demonstrated understanding of the multicultural needs of a southwestern community college student body.

Preference: Experience in postsecondary/tertiary college teaching, curriculum and program development, social education and instruction for parenting.

ENGINEERING: Master's degree in Electrical or Computer Engineering. Teaching experience at a post-secondary level. Industrial experience in electrical or computer engineering systems. Demonstrated understanding of the multicultural needs of a southwestern community college student body.

Preference: Knowledge of computer languages such as Pascal, FORTRAN, and "C". Community college teaching experience in engineering or related field is desired.

AMERICAN SIGN LANGUAGE: Master's degree in American Sign Language. Demonstrated understanding of the multicultural needs of a southwestern community college student body.

Preference: Community college teaching experience; linguistic knowledge; research and grant writing experience; competency in teaching at levels of ASL and interpreting related courses; willingness to co-teach ASL/English Studies classes for Deaf students.

Applicants must qualify for a regular Arizona Community College teaching certificate. Review of applications will commence on March 23, 1992 and will continue until the positions are filled. To be considered, a completed Pima Community College application, a resume, unofficial transcripts and three letters of reference must be submitted to the Dean of the College, Pima Community College, 2100 North First Avenue, Tucson, AZ 85705. Deadline for applications is March 23, 1992. Applications received after this date will not be considered. The University of Arizona is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

PIMA COMMUNITY COLLEGE DISTRICT

Employment/Staffing Services
P.O. Box 3010
Tucson, AZ 85701
(520) 884-6634

Pima Community College is committed to multicultural diversity and is an equal opportunity affirmative action employer. Women, minorities and other protected classes are encouraged to apply.

Communication Arts/Radio/Television: Master's degree in Communication Arts, Radio/Television, or related field. Teaching experience in radio, television, or related field. Demonstrated understanding of the multicultural needs of a southwestern community college student body.

Preference: Within the past five (5) years' experience with academic assessment, advising, career counseling, personal counseling, and adult college re-entry personnel in a higher education setting. Social services agencies. Teaching experience in adult personal growth classes.

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CENTRAL VIRGINIA COMMUNITY COLLEGE

Faculty Positions

Central Virginia Community College is seeking faculty for 9-month teaching positions which will be available in the fall of 1992.

ADMINISTRATION OF JUSTICE, #F006: Bachelor's Degree in Criminal Justice with two (2) years of related occupational experience. Teaching experience preferred. Must be prepared to teach all Administration of Justice courses offered by the College.

HISTORY, #F001: Master's Degree with 18 graduate semester hours in History. Must be prepared to teach survey courses in U.S. History, Western Civilization, World History.

COMPUTER INFORMATION SYSTEMS, #F002: Bachelor's Degree in Computer Science or a related Data Processing field; two (2) years of related occupational experience (to include programming in several of the following languages: BASIC, COBOL, C, D++, FORTRAN, PASCAL, and IBM Assembler). Teaching experience may be substituted for occupational experience on an equivalent time basis. Master's Degree preferred. Experience in working with microcomputers, microcomputer software, and local area networks. Must be prepared to teach courses in several of the following languages: COBOL, FORTRAN, PASCAL, C, BASIC, and Assembler. Must be able to work in both mainframe and in a microcomputer environment using a wide variety of microcomputer software.

Application Process: A completed official Community College of Virginia Application for Employment (reference to a resume is not acceptable, original application, specify position number), resume, copies of college transcripts (official transcripts will be required at time of employment), and three (3) letters of recommendation must be received by 4:30 p.m. on March 30, 1992.

Office of Human Resources
Central Virginia Community College
3306 Wards Road
Lynchburg, VA 24502-2498
Phone 804-386-4500
EO/AAE

Chestnut Hill College

RELIGIOUS STUDIES OPENING

Chestnut Hill College, a four-year women's liberal arts college in the Catholic tradition, was founded in 1924 by the Sisters of St. Joseph. It is located in the suburban Chestnut Hill area of Philadelphia. Although the traditional division admits women only, the graduate and continuing education divisions are coeducational.

Chestnut Hill College invites applications for an assistant/associate tenure track position in Religious Studies and Chair of the Religious Studies Department. A commitment to the education of the contemporary woman, to multicultural diversity, and to a college in the Catholic tradition is necessary in any applicant. Earned Ph.D. or M.Div. (with related degrees) required. Preferred areas of specialization include historical theology and/or applied spirituality. College teaching experience or equivalent is required. Applicants are expected to teach in both the graduate and undergraduate programs.

Duties as Chair include the coordination of the graduate holistic spirituality program. Some administrative experience is preferred. Applicants are asked to send an introductory letter, curriculum vitae, and three letters of recommendation to:

Office of the Academic Dean
Religious Studies Search
Chestnut Hill College
Philadelphia, PA 19118-2695

All materials are to be postmarked no later than March 27, 1992. Late applications will continue to be reviewed until the position is filled.

TEACHER EDUCATOR

Trade and Industrial and Occupational Education

Tenure track position teaching Trade and Industrial certification courses on and off campus and Occupational Education courses related to work life assessment and cooperative education. Responsibilities include teaching, academic scholarship, and department/university service. Ed.D. or Ph.D. in Trade and Industrial Education or Occupational Education. Must be approved by the Texas Education Agency as a trade and industrial educator and must have education program. Send letter of intent, resume, transcripts, and three letters of reference to: Dr. Robert Habington, Chair, Department of Technology, Southwest Texas State University, San Marcos, TX 78666. Salary commensurate with qualifications and experience. Closing date: March 31, 1992.

Computer Science Faculty Position: The Computer Science Department at Middle Tennessee State University is seeking a tenure-track position available August 1992. Ph.D. in Computer Science. Must be able to teach all Computer Science courses offered by the College.

Communication Arts/Radio/Television: Master's degree in Communication Arts, Radio/Television, or related field. Teaching experience in radio, television, or related field. Demonstrated understanding of the multicultural needs of a southwestern community college student body.

Preference: Within the past five (5) years' experience with academic assessment, advising, career counseling, personal counseling, and adult college re-entry personnel in a higher education setting. Social services agencies. Teaching experience in adult personal growth classes.

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UCIA

SCHOOL OF SOCIAL WELFARE

Distinguished Professor of Social Work Practice

Applications and nominations are invited for the first endowed professorship in the School of Social Welfare, the Marjorie Crump Chair in Social Welfare. This is a new and important position in the UCIA School of Social Welfare. Applicants and nominees must have demonstrated leadership in clinical practice, research, teaching, and community service. The applicant must have a commitment to contributing to knowledge, enhancing curricula, and promoting standards of excellence in schools and social work settings across the country. Emphasis on practice with culturally diverse populations is desirable.

The Chair is named in honor of Marjorie Crump, a philanthropist, an outstanding community leader, and an advocate of excellence in social work practice. The Crump Professor will be expected to contribute to the scholarly activity and the instructional strength of the UCIA School of Social Welfare in both the Master's and Ph.D. programs and provide technical assistance to social work services in the community. The Crump Professor will play a leading role in helping to attract outstanding students to a career in clinical practice and research.

Salary will be competitive. In addition to salary, annual funding will be provided to be used at the discretion of the Chair to support research agenda.

Applications must be received by April 1, 1992. They will be treated confidentially. Applicants must submit a curriculum vitae, a bid description of their practice, research, teaching, and service contributions. They should submit the names of three references who can describe their professional activities. Please submit applications to:

Don S. Jacobson, Ph.D.
Chair, Search Committee
UCIA School of Social Welfare
405 Highland Avenue
Los Angeles, CA 90024-1452

UCIA IS AN EQUAL OPPORTUNITY
AFFIRMATIVE ACTION EMPLOYER

CHAIR DEPARTMENT OF TEXTILES, DESIGN & CONSUMER ECONOMICS

The Department is seeking a Chairperson, tenurable at the rank of full professor. Relevant terminal degree in Apparel Design, Marketing, Merchandising, Textiles, or related area is required. Strong leadership skills, teaching competency in higher education, and a strong record in creative/scholarly activities and successful record of administrative experience and grantmanship are expected.

This multidisciplinary department has strong potential for international prominence. The chairperson is responsible for developing cultural diversity in faculty and programs and fostering collaborative efforts with the University units, business, industry and governmental agencies.

Completed applications must include current resume, three letters of reference and selected reprints and proposals. Rank and salary are negotiable. Starting date is September 1, 1992. DEADLINE: March 24, 1992.

For additional information contact: Professor Frank B. Dille, Chair of Search Committee, College of Human Resources, UNIVERSITY OF DELAWARE, Newark, DE 19716. Telephone: (302) 831-2303. FAX: (302) 831-1038.

The UNIVERSITY OF DELAWARE is an Equal Opportunity Employer which encourages applications from qualified Minority Group Members and Women.

VAX 3100 workstations running ULTRIX, and a state-of-the-art demonstration lab also connected to the ULTRIX LAN. Faculty offices are equipped to access all of these facilities. Position available to suit your own funding.

Consulting: Southeastern Oklahoma State University, Chair, Department of Technology, Southwest Texas State University, San Marcos, TX 78666. Salary commensurate with qualifications and experience. Closing date: March 31, 1992.

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BULLETIN BOARD: Positions available

UNIVERSITY OF SOUTH DAKOTA

SCHOOL OF EDUCATION

FACULTY POSITIONS AVAILABLE

The School of Education at The University of South Dakota announces six tenure-track positions for 1992-93. The School seeks outstanding applicants to contribute to advanced program development. The School offers selective upper-division undergraduate and a full complement of advanced degree programs, including the only doctoral programs in education in the State of South Dakota. The School will have a faculty and staff of 100 in a university of approximately 7,000 students, with high standards and nationally ranked 17th among public universities as a student's "best buy" (Fall 1990, *Money* Guide). USD offers an attractive small town environment with a solid climate, excellent local schools, and close proximity to Sioux Falls, SD, Sioux City, IA, Minneapolis, MN, Kansas City, MO, and Omaha, NE. Education programs are fully accredited/approved by NCATE, NCA, and the South Dakota Division of Education. As a member of the Holmes Group, the School is implementing an interdisciplinary and site-based approach to enhance advanced degree programs and to focus strongly on research and development for improving rural school needs, including interactive technologies for distance learning.

CURRICULUM AND INSTRUCTION: Position 1: Assistant or Associate Professor rank. Responsibilities: Teach undergraduate and graduate courses in science education; supervise field experiences; guide teachers in the development of curriculum materials; conduct research/review activities; and participate in the organization of professional development centers. Qualifications: An earned doctorate in education; teaching experience at the elementary/secondary school level; and evidence of accomplishments or strong potential for success in research, publication, grant writing, and professional service. Interest and experience in instructional technology and university teaching experience desired.

Position 2: Assistant or Associate Professor rank. Responsibilities: Teach undergraduate and graduate courses in middle level and secondary education; supervise clinical and field-based experiences; conduct research/review activities; and participate in the organization of professional development centers. Qualifications: An earned doctorate in education or related field with emphasis in secondary or middle level education; teaching experience in middle level or secondary education; expertise in social studies or English; and evidence of accomplishments or strong potential for success in research, publication, grant writing, and professional service. Interest and experience in instructional technology and university teaching experience desired.

Position 3: Assistant or Associate Professor rank. Responsibilities: Teach undergraduate and graduate courses in mathematics education; assist in the mathematics and science initiative in the State and Region; supervise field experiences; advise students; conduct research/review activities; and participate in the organization of professional development centers. Qualifications: An earned doctorate in education or related field with emphasis in mathematics education; teaching experience at the elementary or secondary school level; and evidence of accomplishments or strong potential for success in research, publication, grant writing, and professional service. Interest and experience in instructional technology and university teaching experience desired.

Position 4: Assistant or Associate Professor rank. Responsibilities: Teach undergraduate and graduate courses in language arts education; supervise clinical and field-based experiences; conduct research/review activities; and participate in the organization of professional development centers. Qualifications: An earned doctorate in education or related field with emphasis in language arts education; teaching experience at the elementary or secondary school level; and evidence of accomplishments or strong potential for success in research, publication, grant writing, and professional service. Interest and experience in instructional technology and university teaching experience desired.

Position 5: Assistant or Associate Professor rank. Responsibilities: Teach undergraduate and graduate courses in mathematics education; assist in the mathematics and science initiative in the State and Region; supervise field experiences; advise students; conduct research/review activities; and participate in the organization of professional development centers. Qualifications: An earned doctorate in education or related field with emphasis in mathematics education; teaching experience at the elementary or secondary school level; and evidence of accomplishments or strong potential for success in research, publication, grant writing, and professional service. Interest and experience in instructional technology and university teaching experience desired.

Additional positions may also be available for the 1992-93 academic year. Inquiries are welcome to Dr. Donald R. Potter, Chair, Division of Curriculum and Instruction, 606-677-6210.

EDUCATIONAL ADMINISTRATION: Position 1: Assistant or Associate Professor rank. Responsibilities: Teach graduate courses in adult and higher education or educational administration; conduct research/review activities; supervise doctoral dissertations; and provide service and other professional activities, such as the implementation of professional development centers. Qualifications: An earned doctorate in adult and higher education or educational administration, or educational leadership; public school and teaching experience; and demonstrated scholarly activity in teaching, research, service, and clinical activities are required. Knowledge of higher education administration, finance, and budgeting is preferred. Interest and experience in instructional technology is desired.

Inquiries are welcome to Dr. Phil Vilk, Chair, Division of Educational Administration, 606-677-6260.

EDUCATIONAL PSYCHOLOGY AND COUNSELING: Position 1: Assistant or Associate Professor rank. Responsibilities: Teach graduate and undergraduate courses in educational psychology and child/adolescent growth and development; supervise doctoral dissertations; and provide service and other professional activities, such as the implementation of professional development centers. Qualifications: An earned doctorate in educational psychology or health related field; doctoral research and development in teaching, research, service, and clinical activities are required. Knowledge of higher education administration, finance, and budgeting is preferred. Interest and experience in instructional technology is desired.

Inquiries are welcome to Dr. Frank Main, Chair, Division of Educational Psychology and Counseling, 606-677-6280.

HEALTH, PHYSICAL EDUCATION AND RECREATION: Position 1: Assistant or Associate Professor rank. Responsibilities: Teach graduate and undergraduate courses in health education; conduct research/review activities; supervise doctoral dissertations; and provide service and other professional activities, such as the implementation of professional development centers. Qualifications: An earned doctorate in health education or health related field; doctoral research and development in teaching, research, service, and clinical activities are required. Knowledge of higher education administration, finance, and budgeting is preferred. Interest and experience in instructional technology is desired.

Inquiries are welcome to Dr. Gale Wiedow, Chair, Division of Health, Physical Education & Recreation, 606-677-6280.

All positions are nine-month, tenure-track appointments with possible summer employment. Applications must be received by Friday, May 1, 1992. Salary, based on rank, field experience, and scholarship. Applicants must have completed doctorate by September 1, 1992. A written letter of application, curriculum vitae, graduate transcripts, sample of scholarly productivity, and three letters of recommendation must be submitted to: Dean of the School of Education, The University of South Dakota, 414 S. Clark Street, Vermillion, SD 57059-2306; (605) 877-5427. The Search Committee will refer applications to the appropriate search committee. Applicants of diverse backgrounds are encouraged to apply. USD is an equal opportunity, affirmative action employer.

St. Paul's School
is a secondary independent, coeducational boarding school in Concord, New Hampshire.
For the school year 1992-1993 an opening in French is anticipated. We seek a native or near-native speaker, with teaching experience. Supervision in the dormitory is expected, as well as assisting in sports.
For more information, contact: Mrs. Roberta E. C. Tenney
Vice Rector for Faculty
St. Paul's School
Concord, New Hampshire 03301

working with children and adults. Salary commensurate with experience and qualifications. Position subject to availability of funding. Please send resume and references to: Search Committee, St. Paul's School, Concord, NH 03301.

Consulting: Southeastern Oklahoma State University, Chair, Department of Technology, Southwest Texas State University, San Marcos, TX 78666. Salary commensurate with qualifications and experience. Closing date: March 31, 1992.

Computer Science Faculty Position: The Computer Science Department at Middle Tennessee State University is seeking a tenure-track position available August 1992. Ph.D. in Computer Science. Must be able to teach all Computer Science courses offered by the College.

Communication Arts/Radio/Television: Master's degree in Communication Arts, Radio/Television, or related field. Teaching experience in radio, television, or related field. Demonstrated understanding of the multicultural needs of a southwestern community college student body.

Preference: Within the past five (5) years' experience with academic assessment, advising, career counseling, personal counseling, and adult college re-entry personnel in a higher education setting. Social services agencies. Teaching experience in adult personal growth classes.

MATHEMATICS: Master's degree in Mathematics, or Mathematics Education with minimum 24 hours' upper division or graduate level mathematics coursework.

Preference: Teaching experience in a community college or at the lower division level in four (4) year college or university. Must be capable of teaching algebra through differential equations, and must enjoy teaching a substantial percentage of lower level and developmental courses. Coursework in related sciences. Training or experience with computers, integration of computer use into coursework. Teaching experience in a multicultural environment.

Applicants must qualify for a regular Arizona Community College teaching certificate. Review of applications will commence on March 23, 1992 and will continue until the positions are filled. To be considered, a completed Pima Community College application, a resume, unofficial transcripts and three letters of reference must be submitted to the Dean of the College, Pima Community College, 2100 North First Avenue, Tucson, AZ 85705. Deadline for applications is March 23, 1992. Applications received after this date will not be considered. The University of Arizona is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

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FDU

FAIRLEIGH DICKINSON UNIVERSITY

FACULTY POSITIONS

FAIRLEIGH DICKINSON UNIVERSITY, New Jersey's largest private university, offers nearly 100 undergraduate, graduate and professional degree programs to approximately 12,000 students at its campuses in Florham-Madison, Rutherford and Teaneck-Hackensack and overseas at Wrexton, England. We invite applications for the following anticipated positions.

ASSISTANT/ASSOCIATE PROFESSORS MANAGEMENT AND MARKETING

Department of Management & Marketing, College of Business Administration: Full-time, tenure-track positions, Teaneck-Hackensack and Rutherford Campuses, beginning Fall 1992. Rank and salary commensurate with educational qualifications and research/industrial experience. Requirements: Earned Doctorate or close to completion. Excellent teaching and publication in refereed journals required for tenure eligibility. Dept. Chair, Dr. William Trombetta.

THE COLLEGE OF SAINT ROSE

The College of Saint Rose is an independent college, committed to the liberal arts and to professional programs. The College programs are organized into four schools: Arts and Humanities, Business, Education, and Health and Sciences. The College serves 2,400 undergraduate and 1,200 graduate students. The 120 full-time faculty are student oriented and are dedicated to the teaching-learning process. The College is pleasantly located in the culturally rich and diverse Capital Region.

The College invites applications and nominations for the following tenure track, full-time (nine months) faculty positions. The positions will begin August 28, 1992. All positions require a commitment to teaching and to value-oriented education. College teaching experience is desirable.

ASSISTANT PROFESSOR OF PSYCHOLOGY

Requirements: Ph.D. in psychology; preparation in foundational areas and ability to teach a wide variety of courses.
Responsibilities: Teach undergraduate courses in psychology such as motivation, physiological psychology, sensation, experimental methods, statistics, student advisement.
Contact person: Dr. James Mancuso, Dean, School of Mathematics and Sciences.

ASSISTANT PROFESSOR OF FRENCH

Requirements: Ph.D., native or near native proficiency; demonstrated effectiveness in teaching; familiarity with language methodology, training, and assessment.
Responsibilities: Teach undergraduate courses at all levels of modern French language and literature; foster language training, total immersion programs and innovative approaches to the teaching of foreign languages.
Contact person: Dr. Thomas Books, Dean, School of Arts and Humanities.

ASSISTANT PROFESSOR OF SCHOOL COUNSELING

Requirements: Doctoral degree in counseling or counseling psychology; experience in school counseling, college teaching and the supervision of practicum students; background in career development, assessment, community counseling and college student personnel.
Responsibilities: Graduate teaching; supervision of field work; student advisement; committee work.
Contact person: Dr. Jack Calareso, Dean, School of Education.

ASSISTANT PROFESSOR OF READING

Requirements: Doctorate; teaching experience at the elementary or secondary level; reading certification; college teaching experience desirable. Minority candidates encouraged to apply.
Responsibilities: Graduate teaching; supervision of field work; student advisement; committee work.
Contact person: Dr. Jack Calareso, Dean, School of Education.

ASSISTANT PROFESSOR OF ELEMENTARY EDUCATION

Requirements: Doctoral degree; teaching experience at the elementary level; certification to teach (N-5); appropriate academic credentials; experience in urban or multicultural education. Preference will be given to minority candidates.
Responsibilities: Graduate and undergraduate teaching; student advisement; committee work.
Contact person: Dr. Jack Calareso, Dean, School of Education.

The review of applications will begin on March 2. Please send letter of application, résumé, and the names, addresses, and phone numbers of at least three references to the contact person listed above at The College of Saint Rose, 432 Western Avenue, Albany, NY 12203.

The College of Saint Rose is an Equal Opportunity Employer. Women and minorities are urged to apply.

Genius-Level Physics, Chemistry, or Biology Instructors

Are you a recent science master's or Ph.D. graduate with strong teaching or T.A. experience in undergraduate sciences coursework?
If so, you may be interested in Hyperlearning. We are an educational services company adjacent to the campus of U.C. San Diego, U.C. Irvine, and U.C. Los Angeles. A private, for-profit alternative to conventional career opportunities in education, we offer:

- A position of key responsibility with management potential in an expanding educational services company located near major universities.
- The opportunity to work with a team of equally talented and dedicated educators committed to full-time curricular improvement, including C.A.I./multimedia.
- Freedom to teach and continually modify your courses in the manner that you see fit.
- The satisfaction of teaching U.C.-caliber students with minimal grading duties in restructured classes of 24 students or less.
- A starting salary \$35-42K/annum, plus performance bonuses that immediately reward your outstanding teaching abilities. You can be earning a base salary of close to \$50K/yr within two years of employment in our organization.

We believe no other career educational opportunity today has the potential to provide as much satisfaction and reward to the truly gifted science instructor. If qualified, please call us at 1-800-843-4973, 10am-10pm, T.S.T. For further details.

Hyperlearning (800) 843-4973

Clinical Justice Unit, Assam College, The Department of Criminal Justice, Assam College, Assam, India. The position is for a full-time faculty member in the Department of Criminal Justice. The position is for a full-time faculty member in the Department of Criminal Justice. The position is for a full-time faculty member in the Department of Criminal Justice.

or more of the following: The Music for Deaf, or Deaf Music. Participate in the development of the program and the teaching of students. The position is for a full-time faculty member in the Department of Criminal Justice. The position is for a full-time faculty member in the Department of Criminal Justice. The position is for a full-time faculty member in the Department of Criminal Justice.

Debate Coach position, McNeese State University is seeking applicants for a full-time position. The position is for a full-time faculty member in the Department of Criminal Justice. The position is for a full-time faculty member in the Department of Criminal Justice. The position is for a full-time faculty member in the Department of Criminal Justice.

Deputy Director of Development, Missouri Southern State College is seeking applicants for a full-time position. The position is for a full-time faculty member in the Department of Criminal Justice. The position is for a full-time faculty member in the Department of Criminal Justice. The position is for a full-time faculty member in the Department of Criminal Justice.

Design Drafting Technology, Missouri Southern State College is seeking applicants for a full-time position. The position is for a full-time faculty member in the Department of Criminal Justice. The position is for a full-time faculty member in the Department of Criminal Justice. The position is for a full-time faculty member in the Department of Criminal Justice.

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AUBURN UNIVERSITY

Mental Retardation Position: Tenure-track position in special education at the Assistant Professor rank beginning Fall, 1992.

Qualifications: Position requires: (a) Ed.D. or Ph.D. in special education, (b) training/experience with moderate/severe/profound mental retardation, (c) one year's teaching experience in elementary and secondary mental retardation, (d) demonstrated performance in professional publication, (e) eligibility for appointment to graduate faculty status, and (f) demonstrated performance in grant applications (preferred).

Contact: Caroline Dunn, Ph.D., Search Committee Chair, Department of Rehabilitation and Special Education, 1234 Haley Center, Auburn University, AL 36849-5226; (205) 844-5943.

ECEN Position: Tenure-track position in special education at the Assistant/Associate Professor rank beginning Fall, 1992.

Qualifications: Position requires: (a) Ed.D. or Ph.D. in special education-early childhood, (b) demonstrated success in grant writing and management, (c) one year's teaching experience in early intervention/preschool special education, (d) demonstrated experience in research and professional writing, (e) eligibility for appointment to graduate faculty status, and (f) experience in college teaching preferred.

Contact: Samera Baird, Ph.D., Search Committee Chair, Department of Rehabilitation and Special Education, 1234 Haley Center, Auburn University, AL 36849-5226; (205) 844-5943.

Salary: Commensurate with background and experience.

Application Procedure: Submit: (a) full résumé; (b) names, addresses, and phone numbers of three references; and (c) examples of scholarly performance (e.g., publications, educational materials).

Deadline: Committee will begin reviewing applications March 20, 1992, and the process will continue until the position is filled.

Auburn University is an AA/EOE.

Minorities and women are encouraged to apply.

University of Maine at Presque Isle

The University of Maine at Presque Isle is a regional baccalaureate institution primarily serving the northernmost county of Maine as a cultural center and provider of educational programs. The University, with an enrollment of 1,500 students at the Presque Isle campus, is one of the seven institutions of the University of Maine System. Interested candidates should submit a letter of application, résumé, transcripts, and confidential placement test or letter of reference (3) to the contact person listed below at 161 Main Street, March 13, and will continue until a suitable candidate is found. Positions begin September 1, 1992.

History: Tenure track, Assistant Professor, Ph.D. in American History required. Will teach American History at all levels and Western Civilization. Candidates should mention any other competencies in geographic history. Contact Dr. Gil Rogers, Chairperson, Social Science Division.

Business Management: Tenure track, Assistant Professor, MBA or J.D. required. Experience in business management, teaching or professional practice or both strongly preferred. Courses needing coverage include Business Law, Legal and Social Environment of Business, Labor Relations, and Personnel Management. Contact Mr. Robert Murray, Chairperson of the Search Committee, Social Science Division.

The University of Maine at Presque Isle is an Affirmative Action and Equal Opportunity Employer.

MOORHEAD STATE UNIVERSITY

Assistant Professor of Finance

Position available September 1992 (pending funding). Required: Ph.D. or active ABD in Finance with a degree of graduate study in banking. Non-U.S. citizens must demonstrate residency status as a right to work. Candidates who can contribute to the diversity of the department will be given preference. Primary responsibility is teaching in the field of banking, may include students, to actively participate in activities of the department and to make intellectual contributions consistent with the mission of Moorhead State University. Please submit your résumé, copies of graduate transcripts, and three letters of recommendation. Graduate students must provide one letter of recommendation which indicates that candidate will meet required qualifications by September 1992. A final faculty application form will be mailed to you for completion upon receipt of a letter of application. Completed applications must be postmarked no later than March 23, 1992. Write to: Ruyi Kalia, Chair, Finance Search Committee, Department of Business Administration, Moorhead State University, Moorhead, MN 56563; (718) 236-4655.

preferred, but ABD and MA candidates will be considered. Please submit your résumé, copies of graduate transcripts, and three letters of recommendation. Graduate students must provide one letter of recommendation which indicates that candidate will meet required qualifications by September 1992. A final faculty application form will be mailed to you for completion upon receipt of a letter of application. Completed applications must be postmarked no later than March 23, 1992. Write to: Ruyi Kalia, Chair, Finance Search Committee, Department of Business Administration, Moorhead State University, Moorhead, MN 56563; (718) 236-4655.

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Professor and Head, Department of Forest Resources UNIVERSITY OF ARKANSAS AT MONTICELLO

The University of Arkansas at Monticello invites applications and nominations for the position of Professor and Head of the Department of Forest Resources.

The University seeks individuals having the doctorate or equivalent experience, with at least one degree in forestry and achievement in education, research, and extension. Persons understanding the forest industry system and forest management in the South are preferred.

Responsibilities: The Department Head leads the Department's programs in instruction, research, and extension. The Department's programs include: 1) forest management, 2) forest ecology, 3) forest pathology, 4) forest entomology, 5) forest hydrology, 6) forest soils, 7) forest wildlife, 8) forest economics, 9) forest law, 10) forest history, 11) forest recreation, 12) forest education, 13) forest extension, 14) forest research, 15) forest development, 16) forest conservation, 17) forest protection, 18) forest utilization, 19) forest management, 20) forest ecology, 21) forest pathology, 22) forest entomology, 23) forest hydrology, 24) forest soils, 25) forest wildlife, 26) forest economics, 27) forest law, 28) forest history, 29) forest recreation, 30) forest education, 31) forest extension, 32) forest research, 33) forest development, 34) forest conservation, 35) forest protection, 36) forest utilization, 37) forest management, 38) forest ecology, 39) forest pathology, 40) forest entomology, 41) forest hydrology, 42) forest soils, 43) forest wildlife, 44) forest economics, 45) forest law, 46) forest history, 47) forest recreation, 48) forest education, 49) forest extension, 50) forest research, 51) forest development, 52) forest conservation, 53) forest protection, 54) forest utilization, 55) forest management, 56) forest ecology, 57) forest pathology, 58) forest entomology, 59) forest hydrology, 60) forest soils, 61) forest wildlife, 62) forest economics, 63) forest law, 64) forest history, 65) forest recreation, 66) forest education, 67) forest extension, 68) forest research, 69) forest development, 70) forest conservation, 71) forest protection, 72) forest utilization, 73) forest management, 74) forest ecology, 75) forest pathology, 76) forest entomology, 77) forest hydrology, 78) forest soils, 79) forest wildlife, 80) forest economics, 81) forest law, 82) forest history, 83) forest recreation, 84) forest education, 85) forest extension, 86) forest research, 87) forest development, 88) forest conservation, 89) forest protection, 90) forest utilization, 91) forest management, 92) forest ecology, 93) forest pathology, 94) forest entomology, 95) forest hydrology, 96) forest soils, 97) forest wildlife, 98) forest economics, 99) forest law, 100) forest history, 101) forest recreation, 102) forest education, 103) forest extension, 104) forest research, 105) forest development, 106) forest conservation, 107) forest protection, 108) forest utilization, 109) forest management, 110) forest ecology, 111) forest pathology, 112) forest entomology, 113) forest hydrology, 114) forest soils, 115) forest wildlife,

UNIVERSITY OF VIRGINIA

HEALTH SCIENCES CENTER

SCHOOL OF NURSING

FALL 1992 FACULTY POSITIONS

The University of Virginia, founded in 1819 by Thomas Jefferson, is ranked as one of the leading public universities in the country. The School of Nursing was established in 1901 and currently has more than 550 students enrolled in undergraduate and graduate nursing programs. The school is currently seeking qualified individuals for the following positions:

Applications are invited for the following full-time, tenure track positions:

Director: Family Nurse Practitioner Program
Faculty: Adult Health Nursing
 Community Health Nursing
 Acute/Critical Care Pediatric Nursing
 Psychiatric/Mental Health Nursing

All positions require a doctorate in nursing or related field, teaching experience and a record of scholarly activity/research. Specific responsibilities and qualifications for each position are as follows:

Director—Family Nurse Practitioner Program
 Primary responsibilities include day-to-day coordination of the program, curricular development, classroom teaching and clinical instruction of students. Certification as a Family Nurse Practitioner and evidence of clinical practice as a nurse practitioner are required.

Faculty—Adult Health Nursing
 Primary responsibilities include clinical instruction and classroom teaching in the baccalaureate program with additional opportunities in the master's program. A master's degree in medical-surgical nursing is required.

Faculty—Community Health Nursing
 Primary responsibilities include clinical instruction and classroom teaching in the baccalaureate and master's programs. Applicants with research interests in the care of high-risk, rural and/or elderly populations are encouraged to apply. A master's degree in community health or public health is required.

Faculty—Acute/Critical Care Pediatric Nursing
 Primary responsibilities include classroom and clinical instruction in the master's program. Applicants with research interests in the nursing care of hospitalized children and families are encouraged to apply. A master's degree in pediatric nursing is required.

Faculty—Psychiatric/Mental Health Nursing
 Primary responsibilities include clinical instruction and classroom teaching in the baccalaureate and master's programs. The program emphasizes instruction of neuropsychiatric, psychosocial and psychiatric nursing knowledge in psychiatric nursing care. Current faculty research interests include adult schizophrenia, women and depression, rural service delivery and care of the elderly. A master's degree in psychiatric nursing is required.

Salary and faculty rank for all positions are commensurate with education, experience and record of scholarship. Applications will be accepted until the positions are filled. Please send vita and names of three references to:

Sara W. Ameson, RN, PhD,
 Coordinator of Faculty Recruitment
 School of Nursing—Medical Hall, Box 1010
 University of Virginia
 Charlottesville, VA 22903-3395

The University of Virginia is an Affirmative Action,
 Equal Opportunity Employer.

MARKETING

Adams State College

Applications/nominations are invited for two tenure-track positions in Marketing. A selection of possible courses from Principles of Marketing to International Marketing, Ph.D. degree required; professional marketing and teaching experience desirable. Salary and rank commensurate with qualifications. Send letter of application, resume with copies of all transcripts, names and phone numbers of four references to: Thomas Gilmore, Adams State College, Alamogordo, CO 81702 (719) 588-7181. Review of applications begins April 1, 1992, and continues until the position is filled. AA/EOE.

English as a Second Language: Full time ESL instructor to begin September 15 for the 1992-93 academic year. Position is in the Central Washington University, Ellensburg, Washington, 98926. Small Catholic College. Salary commensurate with experience. Send letter of application, resume with copies of all transcripts, names and phone numbers of four references to: Thomas Gilmore, Adams State College, Alamogordo, CO 81702 (719) 588-7181. Review of applications begins April 1, 1992, and continues until the position is filled. AA/EOE.

English as a Second Language: Academic Program Specialist, Boston Public Program, teaches spoken English classes; provides individualized instruction to students at administration and academic levels. TESOL certification required. Teaching experience at the high school, college, and university levels. Send letter of application, resume with copies of all transcripts, names and phone numbers of four references to: Thomas Gilmore, Adams State College, Alamogordo, CO 81702 (719) 588-7181. Review of applications begins April 1, 1992, and continues until the position is filled. AA/EOE.

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FORT HAYS STATE UNIVERSITY

COLLEGE OF EDUCATION

CHAIR

Department of Administration, Counseling, and Educational Studies

Applications and nominations are sought for the chair of the Department of Administration, Counseling and Educational Studies (ACES). The department is one of five in the College of Education and offers undergraduate programs in secondary education, and graduate programs in educational administration, counseling, English as a second language and school library media. The department is noted for significant contributions to the educational leadership in western Kansas. The position is available August 1, 1992.

QUALIFICATIONS: The successful candidate will have an earned doctorate in one of the areas of specialty within the department. Experience with and expertise in state-of-the-art educational practices such as restructuring schools, school based management, effective schools, outcomes assessment, school/community partnerships and innovative programming are preferred. Preference will be given to candidates with public school teaching, administrative and multicultural experience. Professional background in scholarship productivity must be commensurate with appointment at the associate or professor level.

The position is a 5 FTE administrative and 5 FTE instructional. The chair serves as the academic and administrative leader of the department and is responsible for management of budget, personnel, governance, instructional offerings and assessment, faculty development and communication with external constituencies. The chair represents the department on the dean's Council of Chairs.

APPLICATION: An application is considered completed when a letter of application, vita, statement regarding your vision of schools for the 21st century, and three current references are on file. Please send to:

Dr. Thomas Cuss, Chair
 Dept. of ACES Chair Search Committee
 Fort Hays State University
 600 Park Street
 Hays, KS 67601

Members of protected groups are encouraged to apply. FHSU is an AA/EEO employer. The selection process will begin March 30, 1992 and will continue until the position is filled.



CASTLETON STATE COLLEGE

Sociology/Social Work

Faculty Position

Full time tenure track position, effective start of 1992-93 academic year. In Department of Sociology, Social Work and Criminal Justice, social work program is CSWE accredited. Rank and salary based on degree and experience as established by a negotiated salary schedule. Responsibilities include teaching social welfare policy, policy, and practice in social work and sociology. This position requires a Ph.D. in sociology or social work, or master's in sociology and a minimum of five years teaching experience in sociology and social work. Ability to teach closely with students and faculty in small interdisciplinary department. Review of applications will begin on April 15, 1992, and continue until the position is filled. Send letter of application, copy of transcripts, and a resume with names and addresses of three references to: Dr. Joseph T. Mark, Academic Dean, Castleton State College, Castleton, VT 05735. Castleton State College is a public, liberal arts college with a commitment to an enrollment of approximately 2,000 FTE students. The college prides itself on its emphasis on teaching, small class size, and faculty-student relationships. Castleton State College is an Equal Opportunity, Affirmative Action Employer. Minority and women candidates are encouraged to apply.



Niagara University

Assistant or Associate Professor

Communication Studies

Niagara University has an opening for a tenure-track assistant or associate professor. The successful candidate will have a Ph.D. in communication studies and a minimum of five years teaching experience. The position is in the Department of Communication Studies. The successful candidate will be responsible for teaching, advising, and research in the field of communication studies. The position is a full-time, tenure-track position. The salary is commensurate with experience and education. The position is open until filled. Send letter of application, resume, and three references to: Robert Crawford, Chair, Communication Studies Department, 118 Dunleavy Hall, Niagara University, NY 14109.

English as a Second Language: Academic Program Specialist, Boston Public Program, teaches spoken English classes; provides individualized instruction to students at administration and academic levels. TESOL certification required. Teaching experience at the high school, college, and university levels. Send letter of application, resume with copies of all transcripts, names and phone numbers of four references to: Thomas Gilmore, Adams State College, Alamogordo, CO 81702 (719) 588-7181. Review of applications begins April 1, 1992, and continues until the position is filled. AA/EOE.

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Bellevue Community College

3000 Landerholm Circle SE

Bellevue, Washington 98007-6484

FACULTY OPENINGS

(full-time, tenure track)

1992-1993 Academic Year

Accounting
Administration of Criminal Justice
Chemistry
Computer Science/Computer Information Systems
Computer Information Systems
English (2 positions)
General Business/Marketing
History
Life Sciences
Music
Nursing
Physical Education
Radiologic Technology

Bellevue Community College is located in the city of Bellevue, part of the beautiful metropolitan Puget Sound region of Washington State. BCC is a comprehensive community college with the majority of our students enrolled in academic transfer programs. The average age of our 14,000 students is 27 with 13% being students of color.

Bellevue Community College has made a special commitment to creating a culturally diverse campus community. We are working to build a culturally diverse, broadly-trained faculty who are committed to meeting the needs of individuals from diverse socioeconomic and cultural backgrounds. Join us in the challenge of preparing our students to thrive in a world that needs different and multiple perspectives.

Call the BCC Telephone Job Line at (206) 643-2082 or write the Human Resources Department for more information and an application. If you want to be in the future of the BCC Cultural Diversity Committee, contact Sharon Patton at (206) 641-2211 or Akemi Matsumoto at (206) 641-2202.

Priority Application Deadline: April 1, 1992
EEO—Affirmative Action Employer



NORTHERN STATE UNIVERSITY

School of Business

Marketing/Management

Applications are invited for a tenure-track position in Marketing/Management beginning August 1992.

The candidate should have a Ph.D., D.B.A. or terminal degree in a related field. A.B.D.'s close to completion will be considered. A successful candidate should be able to teach in several of the following areas: Principles of Marketing, Advertising, Marketing Research, Marketing Management, International Marketing, Organizational Behavior, and Principles of Management. It is desirable the candidate have quantitative skills and be familiar with, or willing to pursue, computer applications in marketing/management. Rank and salary are dependent on degree status, and teaching and research experience.

Northern State University is a Carnegie Class II comprehensive, multipurpose institution providing both undergraduate and graduate programs typical of regional institutions of higher education. Nominations are solicited and applications with letter of application, resume, transcripts and list of references are invited. Address nominations and applications to: Dr. Thomas O. Filken, Vice President for Academic Affairs, Northern State University, Aberdeen, South Dakota 57401.

Northern State University is an Equal Opportunity, Affirmative Action Employer.

English as a Second Language: Academic Program Specialist, Boston Public Program, teaches spoken English classes; provides individualized instruction to students at administration and academic levels. TESOL certification required. Teaching experience at the high school, college, and university levels. Send letter of application, resume with copies of all transcripts, names and phone numbers of four references to: Thomas Gilmore, Adams State College, Alamogordo, CO 81702 (719) 588-7181. Review of applications begins April 1, 1992, and continues until the position is filled. AA/EOE.

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FISK UNIVERSITY

Tenure-track faculty openings, August, 1992

BIOLOGY: Associate professor (other ranks considered). Biotechnology background preferred, with ability to attract research funds; for undergraduate and master's level teaching.

COMPUTER SCIENCE: Assistant or associate professor. Doctorate required in computer science, or in an allied area with background in computer science at the master's level.

ECONOMICS/FINANCE: Assistant professor. To teach finance, economics, and quantitative methods, and participate in interdisciplinary research.

ENGLISH: Assistant or associate professor. Two positions. Composition specialist to coordinate writing across the curriculum program. Also a position in literature, with area of specialization open, but background in African-American literature or ability to teach interdisciplinary "creative arts" course helpful.

MANAGEMENT: Assistant professor (other ranks considered). To teach business policy and strategy, organizational behavior. Ability to teach courses in management information systems and/or marketing is an advantage as well.

MODERN FOREIGN LANGUAGES: Assistant or associate professor. Preferred candidate would be able to teach French and/or German or Spanish; or one language (either French or German) plus courses in the core "world and its peoples" sequence.

MUSIC: Rank open. University organist; teaching responsibility in other areas also, possibly including choral music, music history, music theory, and core "creative arts" course.

PHILOSOPHY: Associate professor preferred. Broad preparation in philosophy required, with ability to teach an interdisciplinary core humanities course. Background in Continental or non-Western philosophy, and in literature or religion helpful. Possibility of chairing a department of philosophy and religious studies.

SOCIOLOGY: Assistant or associate professor. Undergraduate and master's level teaching in sociology, and participation in core "world and its peoples" sequence. Prefer interdisciplinary research interest and ability to attract research funds.

Appointment at assistant professor rank normally requires terminal degree in hand; higher rank requires additional scholarly and teaching record. Instructor appointments considered for candidates in the stages of pursuit of a terminal degree. Review of applications will begin by February 29 and continue until the positions have been filled. Applications should include a resume and cover letter and should be addressed to the Office of Academic Affairs, Fisk University, Nashville, TN 37203-3051. Please use the mail; do not fax or phone. Fisk is an equal opportunity, affirmative action employer.



Position Available: Faculty Position in Biological Science.

Responsibilities: This is a full-time tenure track teaching position in Biological Science with the primary assignments to teach Biology, General Biology and Botany. The ability to teach non-major Ecology and Microbiology will be helpful.

Qualifications: A master's degree in Biological Science is the minimum requirement. Experience in classroom and laboratory teaching is highly desirable.

The College of Jefferson College is a comprehensive community college located 30 miles south and west of St. Louis in the center of Jefferson County. Jefferson College is home to 17,000 people who enjoy the benefits of a rural environment in the immediate proximity of a major metropolitan area. The College offers a comprehensive curriculum in college transfer and vocational/technical programs to over 6,000 students each year.

Salary: Competitive. Jefferson College offers an excellent fringe benefit package including health and dental insurance, long-term disability, life insurance, a liberal leave and vacation provision, and an outstanding retirement program to its employees.

Application must include: A letter of application addressing the qualifications, resume, copies of transcripts and list of references. Completed applications must be received no later than April 1, 1992.

Address inquiries and applications to: Carol Atkins

Academic Affairs
 Jefferson College
 1000 Village Drive
 Hillsboro, MO 63050
 (314) 789-3956, Ext. 300

It is the policy of Jefferson College that no person shall, on the basis of race, sex, color, or handicap, be subject to discrimination in employment, or in admission to any educational program or activity of the College.

English as a Second Language: Academic Program Specialist, Boston Public Program, teaches spoken English classes; provides individualized instruction to students at administration and academic levels. TESOL certification required. Teaching experience at the high school, college, and university levels. Send letter of application, resume with copies of all transcripts, names and phone numbers of four references to: Thomas Gilmore, Adams State College, Alamogordo, CO 81702 (719) 588-7181. Review of applications begins April 1, 1992, and continues until the position is filled. AA/EOE.

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FACULTY POSITION

COLLEGE OF HEALTH SCIENCES

ASSOCIATE DEGREE NURSING



Shawnee State University

Shawnee State University invites applications for a faculty position in fundamental/adult/child medical-surgical nursing.

RESPONSIBILITIES: Prepare, coordinate, and supervise didactic and laboratory learning experiences and evaluate student performance; assist in planning, reviewing and revising the nursing curriculum and develop and maintain current course outlines for assigned courses. Will be expected to participate in departmental work directed toward curriculum improvement in department/university committee assignments.

QUALIFICATIONS: BSN required; Master's Degree in nursing highly desirable. Experience in classroom and clinical nursing instruction preferred. A working knowledge of medical-surgical nursing with a background in pathophysiology is recommended. It is preferred that the applicant have completed course work in the areas of curriculum development, methods of teaching and special needs of the adult learner. The individual must have an understanding of and commitment to the philosophy of associate degree nursing.

Salary and rank will be based on degree and experience. Applications will be accepted until position is filled. Questions may be directed to Joanne Abel, ADN Director, at (614) 355-2252.

Send letter of application and resume to: Office of the Provost, Shawnee State University, 940 Second Street, Portsmouth, Ohio 45662, REF: ADN Faculty.

SSU is an affirmative action, equal opportunity employer; minorities, disabled persons, and Vietnam era veterans are encouraged to apply.

UNIVERSITY OF FLORIDA

Department Chairperson of

Mechanical Engineering

Applications and nominations are invited for the position of Chairperson of the Department of Mechanical Engineering. The candidate will be expected to hold a doctorate degree in an appropriate engineering field; have a proven record of excellence in teaching, research and related scholarly activities; and demonstrate requisite management talents and interests.

The University of Florida is a member of the American Association of Universities, the largest institution of higher learning in the Southeast and the tenth largest in the nation. The College of Engineering is the third largest of the University's twenty-one colleges and schools with twelve departments granting baccalaureate, master's and doctorate degrees.

The Department of Mechanical Engineering has a total of thirty faculty (including three graduate research professors and one endowed chair) and grants over 120 baccalaureate, 30 master's and 10 doctorate degrees per year.

Address nominations and/or applications to the Mechanical Engineering Department Chairman Search Committee, c/o Dean of the College of Engineering, University of Florida, 300 Weil Hall, Gainesville, Florida 32611 for receipt no later than April 15, 1992. The position is available summer or fall semester 1992. Applications should contain an up-to-date curriculum vitae and the names of three references.

The University of Florida is an
 Affirmative Action, Equal Opportunity Employer.

SPOKANE FALLS COMMUNITY COLLEGE

is accepting applications for a tenure track

MATHEMATICS INSTRUCTOR

To teach a variety of developmental, freshman, and sophomore level mathematics courses and serve as director of the math center on a rotating basis.

For further information including minimum qualifications, duties, responsibilities and application procedure contact Community Colleges of Spokane, Human Resources Office, 2000 N. Greene Street, Spokane, WA 99207. Phone: (509) 533-7429. Deadline for applications is March 30, 1992.



English as a Second Language: Academic Program Specialist, Boston Public Program, teaches spoken English classes; provides individualized instruction to students at administration and academic levels. TESOL certification required. Teaching experience at the high school, college, and university levels. Send letter of application, resume with copies of all transcripts, names and phone numbers of four references to: Thomas Gilmore, Adams State College, Alamogordo, CO 81702 (719) 588-7181. Review of applications begins April 1, 1992, and continues until the position is filled. AA/EOE.

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NORTH CAROLINA CENTRAL UNIVERSITY

Durham, North Carolina 27707

A Constituent Institution of The University of North Carolina System and an Equal Opportunity, Affirmative Action Employer.

ANTICIPATED TENURE-TRACK VACANCIES

BEGINNING AUGUST 17, 1992

North Carolina Central University invites nominations and applications for several faculty positions. Unless stated otherwise, all positions have the following characteristics: Ph.D. or the appropriate terminal degree; starting at the rank of Assistant or Associate Professor; teaching and advising undergraduate and graduate students; serving on departmental and University committees; research and publication potential; and commitment to multicultural education, including sensitivity to the needs of non-traditional and minority students. Salaries are competitive and depend on qualifications and experience.

DEPARTMENT OF HISTORY AND SOCIAL SCIENCE. Three positions. 1. European History, with concentrations in 19th and 20th centuries Europe focusing on the African, African West Indian, or African American presence in Europe. 2. African American History - Teaching duties will include three or four Modern World History courses and periodically one African American history course. Concentrations in 19th and 20th centuries African American History focusing on Southern Women's history during that period. Applicants with the M.A. or A.D. status and demonstrated commitment to excellence in teaching will be considered. 3. Latin American - Teaching duties will include two or three Modern World History courses and one or two courses in Latin American/Caribbean History. Concentration in the African Presence in Latin America/Caribbean.

DEPARTMENT OF ENGLISH - Media/Journalism Concentration. Ph.D. in Mass Communications or related field. M.A. with several years of professional experience considered. To teach courses in print and broadcast journalism, production, management and related areas. To contribute to curriculum development; to supervise students in a newspaper/laboratory setting; to serve as advisor to student publications; and to coordinate anti-racism efforts.

DEPARTMENT OF POLITICAL SCIENCE - Public Administration Concentration. Ph.D. in Public Administration or related field. M.A. with several years of professional experience considered. To teach courses in public administration; to supervise students in a newspaper/laboratory setting; to serve as advisor to student publications; and to coordinate anti-racism efforts.

DEPARTMENT OF PHYSICAL EDUCATION AND RECREATION. One position in Recreation. Evidence of scholarly productivity, professional experience in municipal or regional recreation, and teaching experience at the College level. Supervision of field work and internships in recreation administration required.

Application: The review of applications will begin March 30, 1992, and continue until the positions are filled. Applicants should submit a letter of application, resume, official transcripts of the highest earned degree, and names, addresses and telephone numbers of three references to:

Dr. Mary M. Townes
 Dean, College of Arts and Sciences
 117 Alexander-Dunn Building
 North Carolina Central University
 Durham, North Carolina 27707

NCCU complies with the Immigration Reform and Control Act of 1986. All new employees must provide original documents verifying identity and employability within the first three days of employment with the University.

UNIVERSITY OF MAINE at Machias

SABBATICAL REPLACEMENT

Two semester assistant/associate professor positions.

Requirements: Teaching general and environmental chemistry, laboratory sessions for both, one or two other courses, primarily in biology/environmental studies majors. Teaching experience in undergraduate setting with interests/ability in teaching introductory physics or lower level math courses highly desirable. Ph.D. preferred.

Starting date is August 16, 1992. Send curriculum vitae and three reference letters by March 25, 1992 to: Charles D. Duncan, Division of Science and Mathematics, University of Maine at Machias, 90'Brien Avenue, Machias, Maine 04854.

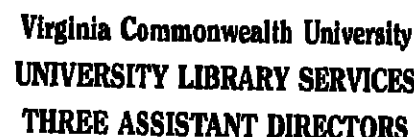
The University of Maine at Machias is a 1,000-student, independently accredited campus of the University of Maine System, located on the Downeast coast in an area known for its excellent quality of life. UMain is committed to a gender-balanced curriculum and encourages applications from women and minorities.

The University is an Equal Opportunity, Affirmative Action Employer.

English as a Second Language: Academic Program Specialist, Boston Public Program, teaches spoken English classes; provides individualized instruction to students at administration and academic levels. TESOL certification required. Teaching experience at the high school, college, and university levels. Send letter of application, resume with copies of all transcripts, names and phone numbers of four references to: Thomas Gilmore, Adams State College, Alamogordo, CO 81702 (719) 588-7181. Review of applications begins April 1, 1992, and continues until the position is filled. AA/EOE.

English as a Second Language: Academic Program Specialist, Boston Public Program, teaches spoken English classes; provides individualized instruction to students at administration and academic levels. TESOL certification required. Teaching experience at the high school, college, and university levels. Send letter of application

**Mohave
Community
College**
Mohave County, Arizona



Virginia Commonwealth University is an equal opportunity, affirmative action employer. Minorities and women are encouraged to apply. Experience working in a culturally diverse setting highly preferred.

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Applicants should contact George Pittmon on 202-557-7351 hearing impaired individuals may call TDD-557-7492) to request EP 92-2 (SES appointment) or EP 92-12 (IPA) for complete qualification requirements and application procedures. Applications must be received by March 31, 1992.

EQUAL OPPORTUNITY EMPLOYER

Principal, Santa Fe Catholic High School, located in Lakeland, Florida, a Catholic, coeducational high school (7-12, 270 students) is seeking a dynamic, energetic individual commencing July 1, 1992. Qualifications: 1. Master's degree in Education or equivalent; 2. Master's degree in Educational Administration or equivalent; 3. previous administrative experience in Catholic School or public school; 4. excellent management, public relations and marketing skills; 5. required. Expectations: Must be capable of overseeing and implementing a comprehensive program of growth and development. Salary commensurate with experience. Résumé should be addressed to: Margaret Huntington, Diocese of Orlando, P. O. Box 100, Orlando, Florida 32802-1000. Salary and complete application: February 28, 1992.

Program Planning: Program Planner. The UMIND-ROBERT Wood Johnson Medical School is recruiting for a Program Planner for the Division of Health Services Education. You will be responsible for planning, organizing, recommending, initiating and helping to establish specific programs, projects, and special tracking, control and monitoring of project activities and career development. MBA degree and minimum of two years of administrative experience involving program planning and research or planning in health services education or related experience. Demonstrated success in interpersonal relations and communications is essential. Must be able to manage and coordinate projects. Good writing and evaluative skills. Salary commensurate with experience; exposure to and knowledge of the

management function. Additional related work experience may be substituted for educational requirements on year-for-year basis. Applicants possessing strong and effective supervisory skills preferred. UMDNJ-New Jersey University of the health sciences, offers a competitive salary and an outstanding benefit program. For consideration, please send your résumés with salary requirements to: Ms. Andrea Monroe-Greenman (COE), University Resources Department, Division of Human Resources, University of Medicine and Dentistry of New Jersey, 455 N. 10th Street, Room 6N 6810, Piscataway, New Jersey 08854-6401. UMDNJ is an Affirmative Action Employer, m/f/h/v, and a member of the University Health System of New Jersey.

Psychology: Email Texas State University at Psychology has a cyclical tenure track position beginning in 1997. The primary responsibility is teaching four courses in psychology to upper division undergraduates in psychology and graduate students in a Master's program. In Consulting Psychology Courses include: abnormal psychology, behavior modification, human growth and development, and preclinical neuroscience. In Psychology is required. Appointment as an assistant professor or associate professor. Literature or eligibility for licensure as a Psychologist is required. Applications will be accepted from February 15 to April 15 of each year. Send letter of interest, vita, and letters of reference to: Paul Fourn, Ph.D., Chair, Search Committee, Box 24280, San Marcos, TX 78666-4280.



The University of Miami creates stimulating residential communities by facilitating faculty/student interaction and by providing academic support services in the residence halls. The cornerstone of this effort is a system of residential colleges.

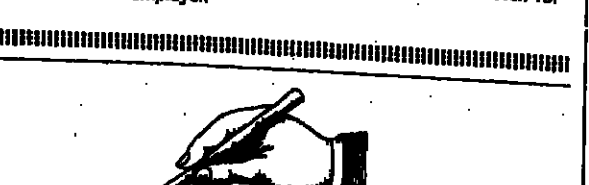
A Residence Coordinator is the primary administrator of an area housing 600-900 students. General duties include supervision of staff, administrative operations, and coordination for student development programs and work with resident faculty. Remuneration includes a base salary (\$10,000-\$23,000) for a 12-month appointment plus furnished apartment, administrative assistant, travel plan, tuition remission, and other University benefits. Master's degree required, plus 1 year in Sociology or a related field. Familiarity with living-learning centers and work with cultural and developmental programs is beneficial. Interviewing until position is filled.

ACPA and NASPA Conferences. Application deadline: April 15, 1992 or

Direct Inquiries:
Ms. Patricia A. Whitely
Associate Director of Residence Halls
University of Miami
P. O. Box 248044
Coral Gables, FL 33144-5410

The University of Miami is an equal opportunity, affirmative action employer.

Edgewood College, Madison, Wisconsin is seeking a director of its graduate programs in business, education, and religious studies. Responsible for planning and coordinating emerging issues which impact on graduate education at the College and for developing strategies for long-range planning. Identifying unmet needs in the community with regard to graduate education and representing graduate program needs to various decision-making officials. Representing graduate program needs to various decision-making officials, working with the college to develop potential financial sources for the graduate program. Developing and implementing a graduate enrollment study plan, teaching and learning center, and a graduate center. Developing and implementing a curriculum to the curricular offerings of the named doctorate in a discipline and for an appointment to the graduate programs and a record of academic achievement. The position is a full-time position with a minimum salary of \$15,000 per year. The position is open to individuals in liberal arts and professional fields. Graduate and graduate students, and names of three references to accompany letter of application. Send resume and references to: Director of Graduate Programs, Edgewood College, 2200 West Washington Street, Madison, WI 53711. Deadline: March 1992. An AAEC Equal Opportunity Employer.



Coverage of breaking news that affects higher education — from state capitals, academic conferences, and campuses throughout the country and the world —

every week in The Chronicle

Dr. James R. Muller, Chair
TAMS Search Committee
Office of the Provost
P. O. Box 13707
University of North Texas
Denton, TX 76204

Applications must be received no later than March 31, 1992.
The University of North Texas is an Equal Opportunity, Affirmative Action Employer.

The Medical College of Ohio is seeking a director of Affirmative Action. The director is charged with administering the Medical College of Ohio's affirmative action program. The director, who reports to the President of the Medical College of Ohio:

- will oversee the completion of all affirmative action (EEOC) reports submitted by the college, including the development of the college's yearly affirmative action compliance plan.
- will oversee the implementation of the plan and its compliance with federal regulations.
- will assist in hiring activities from an affirmative action viewpoint with the college's personnel office and the college's academic departments and offices.
- will ensure that all papers are properly filed in relation to research grants and contracts.
- will monitor the submissions.
- will coordinate the enforcement of policies at the Medical College of Ohio related to affirmative action, including policies related to veterans and persons with handicaps and disabilities.

The salary is in the \$40,000 range plus benefits. Qualifications include an earned baccalaureate degree from an accredited college or university, advanced degree and/or J.D. preferred. Demonstrated experience working as an affirmative action officer in a higher education or hospital setting and working knowledge of the operations of a personnel office. Computer expertise.

Applicants should send a letter of application, curriculum vitae, and the names of at least three references to: William E. McMillen, Ph.D., Executive Assistant to the President, Medical College of Ohio, P.O. Box 10008, Toledo, Ohio, 43699.

MCO is an affirmative action/equal opportunity employer.

Psychology: Schreiner College is a growing college in the liberal arts college in the heart of the Hill Country, seeks full-time, part-time assistant professor of psychology in the areas of: abnormal psychology (clinical, counseling, or educational), developmental psychology, or social psychology. The ideal candidate is teaching able, academically excellent, and willingness to teach in interdisciplinary areas. Qualifications: course sequence required. Qualifications: M.A. or M.S. in psychology. Requirements for these positions include: Ph.D. or Psy.D. for clinical faculty, a degree from an APA-accredited program for clinical licensure or educational licensure and salary commensurate with qualifications and experience. Review of applications will begin in February 1992. Send resume and references to: Dr. Raymond L. Trubus, Ph.D., Provost, Schreiner College of Professional Studies, Psychology, 5211 S. 1st Avenue, Canyon, Texas, 75743. AA/EEOE, M/F/H/V.

Dr. Yusef Taha, Director, Research, Training, and Development, is currently seeking individuals for the following positions:

Psychology Clinical and Industrial/Organizational Psychology: The Industrial/Organizational Psychology Department, San Diego, is currently accepting Associate Professor level applications. The position involves industrial and organizational psychology research and training. The position offers both the Ph.D. degree approved by the American Psychological Association and the Ph.D. in Industrial/Organizational Psychology. We are interested in individuals with research experience in diversity and minority populations, organizational behavior, organizational development, health, health psychology, and stress. The position offers an excellent salary and experience in training as well as those with research experience in the above areas. For consideration, please send your curriculum vitae to the graduate level, Ph.D. program, Department of Psychology and Psy.D. projects, research, training, and development, Dr. Yusef Taha, Director, Research, Training, and Development, 3550 La Jolla Village Drive, San Diego, CA 92161. Please send your curriculum vitae to the following address:

Ph.D. Psychologist at the Assistant Professor level: The Department of Psychology, San Diego State University, is currently accepting applications for the position of Assistant Professor. The position involves research, training, and development. The position offers the Ph.D. degree approved by the American Psychological Association and the Ph.D. in Industrial/Organizational Psychology. We are interested in individuals with research experience in diversity and minority populations, organizational behavior, organizational development, health, health psychology, and stress. The position offers an excellent salary and experience in training as well as those with research experience in the above areas. For consideration, please send your curriculum vitae to the graduate level, Ph.D. program, Department of Psychology and Psy.D. projects, research, training, and development, Dr. Yusef Taha, Director, Research, Training, and Development, 3550 La Jolla Village Drive, San Diego, CA 92161. Please send your curriculum vitae to the following address:

Ph.D. Psychologist at the Assistant Professor level: The Department of Psychology, San Diego State University, is currently accepting applications for the position of Assistant Professor. The position involves research, training, and development. The position offers the Ph.D. degree approved by the American Psychological Association and the Ph.D. in Industrial/Organizational Psychology. We are interested in individuals with research experience in diversity and minority populations, organizational behavior, organizational development, health, health psychology, and stress. The position offers an excellent salary and experience in training as well as those with research experience in the above areas. For consideration, please send your curriculum vitae to the graduate level, Ph.D. program, Department of Psychology and Psy.D. projects, research, training, and development, Dr. Yusef Taha, Director, Research, Training, and Development, 3550 La Jolla Village Drive, San Diego, CA 92161. Please send your curriculum vitae to the following address:

Applications received by March 20, 1992 will receive preference, although applications will be accepted until vacancies are filled. Ohio State University representatives will be interviewing at the ACPA and NASPA conferences. Candidates who submit résumés before those conferences may receive consideration for a non-scholarship non-merit interview.

Longwood College seeks nominations and applications for freshmen Education Coordinator positions.

Responsibilities include: maintaining a residence area housing 450 to 650 students; educational programs and community development efforts supportive of the college's student development mission; personal and disciplinary counseling in staff selection, advising, and supervision; campus-wide leadership assignments. Coordinators report to the Dean of Students in an area directed by Phyllis Mader, Vice-President for Student Affairs.

The contract term for this position is 12 months with a competitive salary and benefits, and a fourth-year graduate on campus. Requirements are a master's degree in the human resources or related area and two years of professional or significant graduate student experience in residence hall coordination.

Longwood College is a non-union, comprehensive state college with over 1,000 students. Located in a pleasant Southside Virginia community, the College belongs to the historic, Charlottesville, Washington, DC, the Eastern Shore, and the River Ridge Municipalities.

Applications and nominations should be sent to:

**Employer Relations
201 High Street
Longwood College
Farmville, VA 22440**

Psychology Sr. Old College seeks a social psychologist with dual college interests in research and teaching to replace a retiring faculty member. Applicant must have a Ph.D. in psychology, a minimum of 3 years' postdoctoral research experience, and a Ph.D. required (AAB requirement). Teaching experience in college-level psychology and related topics. We offer salary, and benefits commensurate with experience and qualifications. We are an equal opportunity employer. Send resume and references to: Department of Psychology, Old College, 1000 University Ave., University Park, PA 16802.

Psychology: Cognitive/Qualitative. Christendom College seeks a Ph.D. in psychology with a minimum of 3 years' postdoctoral research experience and a Ph.D. required (AAB requirement). Teaching experience in college-level psychology and related topics. We offer salary, and benefits commensurate with experience and qualifications. We are an equal opportunity employer. Send resume and references to: Department of Psychology, Christendom College, 1000 University Ave., University Park, PA 16802.

Psychology: Cognitive/Qualitative. Christendom College seeks a Ph.D. in psychology with a minimum of 3 years' postdoctoral research experience and a Ph.D. required (AAB requirement). Teaching experience in college-level psychology and related topics. We offer salary, and benefits commensurate with experience and qualifications. We are an equal opportunity employer. Send resume and references to: Department of Psychology, Christendom College, 1000 University Ave., University Park, PA 16802.

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Athens, Ohio 45701

An Equal Opportunity, Affirmative Action Employer

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Whittier College School of Law, an ABA- and AALJ-S-accredited law school in Los Angeles with a student body of 700, is seeking an experienced Director of Admissions.

The Director is responsible for the implementation and management of the Law School's admissions and recruitment program including developing and coordinating activities for prospective students.

The successful candidate will be an administrative professional possessing a Bachelor's degree with a minimum of five years' administrative and management experience. The Director must have excellent oral and written skills, well demonstrated ability in effective communication. A minimum of four months' annual travel to appropriate colleges and regional and national meetings is required.

Competitive salary commensurate with experience. Tentative starting date is April 1, 1992. Submit resume's by March 15, 1992 to:

Associate Dean (Rec'd)
Whittier College School of Law
5303 W. Third Street
Los Angeles, CA 90020

The Office of Research at the University of South Florida is recruiting an **Executive Assistant for Financial Operations**. This position reports to an administrative capacity to the Vice President for Research and facilitates financial activities and policies for the Office of Research and its units, which include the Division of Sponsored Programs, the Center for Research in Education, the Center for Transfer and Graphic Studies, as well as the USF Research Foundation. Strong accounting, writing, research, and analytical skills are a must, as well as creative problem-solving and decision-making capabilities. Additional qualifications include a minimum of 5 years of experience in a similar position and a bachelor's degree and five years of appropriate experience. Personal computer and maliforme computing experience are desirable. A resume and three letters supporting the application should be sent to the new position, Office of Research, University of South Florida, 4202 F. Fowler Ave., FAO 126, Tampa, FL 33620-7000. According to USF's policy, applications and meetings regarding the same are open to the public. USF is an equal opportunity institution.

A calendar of forthcoming meetings, conferences, workshops, and institutes of importance to scholars and college administrators —

every week in The Chronicle.

Qualifications:

- Ph.D. with specialization in Latin American affairs, or equivalent
- Demonstrated research and publication record
- Experience in publishing and editorial work
- Native fluency in English and Spanish (Portuguese welcome)
- Superior interpersonal skills
- Excellent writing and verbal skills

Salary negotiable. A complete University benefits package is included.

Dr. Jaime Suchlicki
Executive Director
North-South Center
P.O. Box 248123
University of Miami
Coral Gables, Fl. 33124

Salem State College is seeking to permanently fill the position of Director of Projects (Alumni Affairs) who will serve an alumni constituency in excess of 25,000. The Director will be responsible for creating, developing, organizing, promoting and managing all annual and special events involving alumni, such as reunion and homecoming, and working with Alumni Clubs and the Alumni Association, including its volunteer committee. The Director will also be responsible for recruiting, notifying and coordinating alumni volunteers. Other duties will include developing annual goals and plans, supervising office operations and staff and working closely with other College staff, both within the Institutional Advancement department and across the College.

Required qualifications include a Bachelor's degree, a minimum of two years of related experience and a proven record of effective event planning, as well as management experience and of ability to work with volunteers. Salary is negotiable.

Please send letter of application, resume and three letters of reference to: Office of Affirmative Action, Salem State College, 362 Lafayette St., Salem, MA 01970. Please include "Director of Projects" in subject line.

chology. Teaching load: 12 credits per semester, 3 preparations. Ph.D. or A.B.D. required. Salary: competitive (three times annual salary of Assistant Professor). Send letter of application, vita, three letters of recommendation, and a statement of teaching philosophy to: James J. McGee, Jr., Chair, Department of Psychology, Plymouth State University, Plymouth, New Hampshire 03264. Deadline: March 15, 1992 or until filled. To assist: August 1992. PSC is an affirmative action institution and seeks women and minority candidates.

Psychology: Over-seer assistant professor
The Department of Psychology at the University of North Carolina at Charlotte is seeking an assistant professor to oversee the program. The position involves teaching, supervision of graduate students, and research. The successful candidate will have a Ph.D. in psychology and a minimum of five years of experience in the field. The position is open to women and minorities. Interested candidates should send a letter of application, curriculum vitae, and three letters of recommendation to the Department of Psychology, University of North Carolina at Charlotte, Charlotte, NC 28223. The deadline for applications is March 15, 1992.

Psychology: The Office of Counseling Services at the University of New Orleans offers applications for Manager of Clinical Services. The successful candidate for this position includes responsibility for the provision of clinical and testing services, oversees the training of graduate students, supervises university trainees and staff within a group university Counseling Services department. The University of New Orleans is a coastal, lake-side campus of the Louisiana State University System with over 18,000 students. The University is located in the Gulf of Louisiana. The University is seeking a Louisiana license and 30 years' experience in the field of counseling psychology in a university setting. Salary: Commensurate with experience. Applicants should send a vita in hard copy and request a confidential reference be submitted to Dr. Burdette L. Boudreau, Search Committee, Counseling Services, University of New Orleans, ADC #27, New Orleans, Louisiana 70125. For consideration, send resume by March 15, 1992. UNO is an affirmative action institution.



THE UNIVERSITY OF TEXAS AT BROWNSVILLE

Director of Library

The University of Texas at Brownsville seeks an energetic, progressive professional for the position of Director of the Library. The Director is responsible for the planning and supervision of all library services. The Director provides for the planning and development of programs to meet established goals and objectives of the library and analyzes the legal, physical and statistical aspects of factors impacting library operations. The Director investigates trends in specific library programs and directs the testing of new techniques, materials, and equipment. The Director is responsible for establishing and maintaining library operations including technical services, public services, personnel management, and financial administration.

Qualifications: Master's degree required; M.L.S. degree preferred. Strong reference/circulation background and administrative experience preferred. Excellent communication and interpersonal skills necessary to work collegially and cooperatively with library staff, faculty, public and other university personnel. Experience with library automation and commitment to the service role of the library is a significant personal attribute and is preferred.

The University of Texas at Brownsville is one of fifteen component institutions operated by The University of Texas System. It is located in the southern tip of the state of Texas, 29 miles from the Gulf of Mexico and one block from the Texas-Mexico border. Texas, a comprehensive community college located on a shared campus in Brownsville, Texas. The partnership allows for the University and the community college to operate with a combined administrative structure, a combined faculty and a shared teaching mission to provide for quality education, efficient use of resources, and high quality instructional programs.

Salary: Competitive and commensurate with qualifications and experience.

Application Deadline: Completed applications containing a letter of application, résumé or vita, transcripts, and three letters of recommendation should be received by March 5, 1992. Candidates invited to interview may be required to submit additional information by the Search Committee. Applications should be sent to:

Alexis Pflaster, Acting Director of Human Resources
The University of Texas at Brownsville
60 Fort Brown
Brownsville, Texas 77820

The University of Texas at Brownsville, in partnership with Texas Southern College, is an Affirmative Action, Equal Opportunity Employer. Women, minorities, and individuals with disabilities are encouraged to apply. UTA is a "Smoke-Free Institution." Smoking is not permitted in any facility of the University.

UNIVERSITY OF PITTSBURGH SCHOOL OF MEDICINE

Director, Office of Medical Education

The University of Pittsburgh School of Medicine is seeking applications for the position of Director, Office of Medical Education, a faculty position providing educational, research, and administrative assistance to the School. Responsibilities include providing assistance in instructional design, planning, and evaluation of instructional resources; facilitating instructional innovations and strategies; and assisting faculty in enhancing teaching effectiveness. The Director will also design and participate in medical education research and assist in the formulation of the educational budget and policies.

Qualifications: Successful candidates will have experience in higher education, testing and evaluation, curriculum design and evaluation, grant writing, research and data analysis. An M.D. or Ph.D. in Educational Psychology or a D.Ed. is required.

Interested candidates should submit a letter of interest and curriculum vitae by March 31, 1992 to:

Sheldon Adler, M.D.
Associate Dean
University of Pittsburgh School of Medicine
12425 State Hall
Pittsburgh, PA 15261

The University of Pittsburgh is an Affirmative Action, Equal Opportunity Employer.

Religious Studies: The University of Iowa School of Religion invites applications for a one-year position as visiting assistant professor of East Asian religions, to begin August 1992. Required: a Ph.D. in the field of East Asian religions, to begin August 1992. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. Susan A. Jones, Department of Religion, University of Iowa, 100 Old Chapel Drive, Iowa City, IA 52242. No phone calls, please. An employer paid ad.

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DIVISION OF STUDENT AFFAIRS FLORIDA STATE UNIVERSITY DIRECTOR, MEDICAL/ HEALTH ADMINISTRATION

RESPONSIBILITIES: The Director, Medical/Health Administration is responsible for the direction, operation and control of the Thagard Student Health Services in providing the primary medical care and medical support services to the students of Florida State University and other eligible individuals. Director is responsible for the fiscal management of the Thagard Student Health Services, student wellness and health enhancement, and all administrative and business functions and the provision of technical and support services to the Thagard Student Health Services and its staff and management. The Director, Medical/Health Administration reports to the Vice President for Student Affairs.

Qualifications: Master's degree in an appropriate area of specialization and six years' directly related professional experience; or a bachelor's degree in an appropriate area of specialization and eight years' directly related professional work experience. College health service leadership experience essential. Ph.D. or M.D. preferred. Master's degree essential.

SALARY: \$41,810-\$75,300 (salary commensurate with education and experience).

APPLICATION DEADLINE: Applications must be received by April 16, 1992. To apply, send a cover letter and two copies of your résumé and three letters of reference to:

PERSONNEL RELATIONS
FLORIDA STATE UNIVERSITY
216 WILLIAM JOHNSON BLDG., R-49
TALLAHASSEE, FLORIDA 32306-1001
FLORIDA STATE UNIVERSITY IS AN
AFFIRMATIVE ACTION/EO EMPLOYER

JAMES MADISON UNIVERSITY

#00457 Senior Auditor—Audit & Management Review Services

Audit Senior for the internal auditing program. Responsible for performing audit survey activities and identifying and evaluating adequacy of internal controls for diverse operations at the University. Will also be responsible for developing and compiling audit programs for testing accounting controls, management controls, economy and efficiency of operations, and for preparing audit reports to communicate results. Competitive candidate must possess thorough knowledge of accounting principles, internal audit standards, and management practices. Must also possess an ability to apply principles and standards, CIA, CISA, or CPA desired. Salary range: \$30,105-\$45,965. Application closing date: March 13, 1992.

A commitment to work effectively and to promote an equal employment working environment is a condition of employment. Submit applications to:

Employee Relations and Training
James Madison University
Hartsville, VA 22807
EOE/AA

Chief Business Officer

Western States Chiropractic College

The Chief Business Officer reports directly to the President. Responsibilities include policy direction and implementation, as well as general supervision bookstores, and personnel. The successful candidate has a minimum of a BS in Accounting and a minimum of 5 years' experience in this total should be in an academic setting, and overall financial management and budgeting. Skills in supervisory and communication necessary. Experience with chiropractic valued.

Position begins by June 1, 1992. Salary commensurate with experience. Standard benefits package provided. Please forward cover letter and résumé by Tuesday, March 17, 1992, to:

Personnel Department
Western States Chiropractic College
2900 NE 132nd Ave., Portland, OR 97230-3900
(503) 236-3180 ext. 325

An Equal Opportunity Employer

Research/Chemistry: Research Associate to conduct research in the area of polymer chemistry and materials science. The successful candidate will have a Ph.D. in Chemistry and one year of postdoctoral experience. Responsibilities include: synthesis and characterization of polymers; development of new materials; and supervision of graduate students. Salary: \$28,000-\$32,000 per year. Send letter of application, curriculum vitae, and three letters of reference to: Dr. John A. Sauer, Department of Chemistry, University of Texas at Austin, 78712. No phone calls, please. An employer paid ad.

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UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Associate Director of Housing— Residential Life

The Associate Director is responsible for planning, managing, and coordinating the total Residential Life operation of Housing Division which involves comprehensive responsibilities for student housing, including undergraduate and graduate student housing, family housing, food services, conference services, maintenance and custodial services. The Associate Director assumes leadership in coordinating program development with other departments in the Division of Student Affairs. The Housing Division provides facilities for operating budget in excess of \$10 million dollars. The Housing Division is a completely self-supporting auxiliary enterprise.

Qualifications: • Ph.D. degree in Student Personnel, Higher Education or other related field preferred. A Master's degree in the same or other related area is required as a minimum. • Seven years of administrative experience at a significant level of authority and responsibility in a college housing program at a major residential university. • A proven track record as an effective leader and trainer, demonstrating good communication and analytical skills. • A demonstrated respect for, and understanding of, college students.

Starting Date: Regular, full-time position is presently open; beginning date is negotiable.

Starting Salary: Competitive.

Application Deadline: April 3, 1992 (This is an extended deadline.) Send letter of application, résumé, and three letters of reference to:

Thomas Seals, Chair
c/o George Shuford
Director of Housing
200 Clark Hall
1203 South Lincoln Street
Champaign, Illinois 61820
(217) 244-0111
Fax (217) 244-0394

The University of Illinois is an Affirmative Action, Equal Opportunity Employer.

Athletics

Director of Athletics and Recreational Services

The University of Rhode Island invites applications and nominations for the position. The successful candidate for the position must have a Bachelor's degree; progressively responsible administrative experience in athletic programming and/or a significant organizational setting; background in budget development and fiscal management; strong oral and written communication skills; awareness of and commitment to NCAA standards, Title IX, and the statement of principles proposed in the Knight Commission Report; strong sensitivity to the academic requirements of a leading and research university; with a demonstrated understanding of the proper role of athletics within the mission of such a university; strong commitment to gender, racial, and ethnic diversity. An advanced academic degree, experience in a Division I athletic program, and successful experience in athletic marketing and resource development are desired. Membership in the NCAA Division I, Atlantic 10 Conference, Intramural and Club Sport Program and 21 intercollegiate sports for men and women. Enrollment 17000 undergraduates and graduate students. The position reports to the President through the Vice President for Student Development. Applications containing a current résumé and the names of three references must be received by March 16, 1992 and addressed to Mr. Robert Bagley, Search Committee Chair, The University of Rhode Island, P.O. Box G, Kingston, RI 02881. Starting date for the position: as soon as possible. An Affirmative Action/Equal Opportunity Employer.

Research/Chemistry: Research Associate to conduct research in the area of polymer chemistry and materials science. The successful candidate will have a Ph.D. in Chemistry and one year of postdoctoral experience. Responsibilities include: synthesis and characterization of polymers; development of new materials; and supervision of graduate students. Salary: \$28,000-\$32,000 per year. Send letter of application, curriculum vitae, and three letters of reference to: Dr. John A. Sauer, Department of Chemistry, University of Texas at Austin, 78712. No phone calls, please. An employer paid ad.

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DIRECTOR OF THE ATHLETIC STUDENT CENTER

The University of California at Berkeley is seeking an individual to provide leadership for its Athletic Student Center. The Center promotes and enhances the academic skills of the 800 students at Berkeley who participate in intercollegiate athletic sports. Reporting to the Dean of Educational Development, the Director oversees the Center's programs and manages its resources (8 full-time staff, 70 student tutors, and a budget of \$450,000).

Qualifications: Demonstrated management skills; experience in planning, implementing, and evaluating instructional or student service programs; familiarity with the issues facing student-athletes and an understanding of the role of athletics on a major university campus; demonstrated commitment to student development and retention in a diversified environment. Preference will be given to candidates who have administered comparable academic assistance programs for student-athletes and have advanced training in a relevant academic field.

SALARY: Between \$50,200 and \$62,800 (mid-point of range).

APPLICATIONS: Applicants should submit a résumé, a cover letter stating qualifications, and the names of three references to:

Marilyn Morrisette
Campus Personnel Office
207 University Hall
University of California
Berkeley, CA 94720
Job # 0121-1 (M)
Closing date: March 20, 1992

The University of California at Berkeley is an Affirmative Action, Equal Opportunity Employer.

DIVISION OF STUDENT AFFAIRS FLORIDA STATE UNIVERSITY

DIRECTOR, UNIVERSITY COUNSELING CENTER

RESPONSIBILITIES: The Director, University Counseling Center is responsible for providing direction of a student development and counseling service organization serving a student body of 28,000 students on a residential campus. The director will plan, organize, and implement a comprehensive psychological counseling program, including special outreach programs for women, minority, and non-traditional students. The Director reports to the Vice President for Student Affairs.

Qualifications: Must be licensed as a psychologist and meet requirements as established by the American Psychological Association, which include a doctorate degree and a supervised practicum experience. Five years' senior level experience in a college or university counseling center or mental health program is essential.

SALARY: \$38,920-\$49,700 (salary commensurate with education and experience).

APPLICATION DEADLINE: Applications must be received by April 16, 1992. To apply, send a cover letter and two copies of your résumé, and three letters of reference to:

PERSONNEL RELATIONS
FLORIDA STATE UNIVERSITY
216 WILLIAM JOHNSON BLDG., R-49
TALLAHASSEE, FLORIDA 32306-1001

FLORIDA STATE UNIVERSITY IS AN AFFIRMATIVE ACTION, EEO EMPLOYER

Research/Chemistry: Research Associate to conduct research in the area of polymer chemistry and materials science. The successful candidate will have a Ph.D. in Chemistry and one year of postdoctoral experience. Responsibilities include: synthesis and characterization of polymers; development of new materials; and supervision of graduate students. Salary: \$28,000-\$32,000 per year. Send letter of application, curriculum vitae, and three letters of reference to: Dr. John A. Sauer, Department of Chemistry, University of Texas at Austin, 78712. No phone calls, please. An employer paid ad.

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DIVISION OF STUDENT AFFAIRS FLORIDA STATE UNIVERSITY

Medical/Health Administration

Director

RESPONSIBILITIES: The Director, Medical/Health Administration is responsible for the direction, operation and control of the Thagard Student Health Services in providing the primary medical care and medical support services to the students of Florida State University and other eligible individuals. Director is responsible for the fiscal management of the Thagard Student Health Services, student wellness and health enhancement, and all administrative and business functions and the provision of technical and support services to the Thagard Student Health Services and its staff and management. The Director, Medical/Health Administration reports to the Vice President for Student Affairs.

Qualifications: Master's degree in an appropriate area of specialization and six years' directly related professional experience; or a bachelor's degree in an appropriate area of specialization and eight years' directly related professional work experience. College health service leadership experience essential. Ph.D. or M.D. preferred. Master's degree highly preferred.

SALARY: \$41,810-\$75,300 (salary commensurate with education and experience).

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FLORIDA STATE UNIVERSITY
216 WILLIAM JOHNSON BLDG., R-49
TALLAHASSEE, FLORIDA 32306-1001

FLORIDA STATE UNIVERSITY IS AN AFFIRMATIVE ACTION, EEO EMPLOYER.

Activities Advisor, Campus Activities

University of Houston

We are seeking applications from qualified individuals who can develop and implement a varied program of co-curricular activities that meet the educational, social, and cultural needs of our diverse student population. The Activities Advisor for Programming will advise Student Program Board committees on concerts, visits, special events, homecoming, and travel. The Activities Advisor for Panhellenic advises national women's fraternities and student organizations and supervises staff activities.

Qualifications: Graduate degree in counseling, psychology, or related field; higher education and experience in advising, programming, and student leadership development. A bachelor's degree with significant student personnel experience will be considered. An ability to maintain a flexible work schedule that includes nights and weekends is required.

Review of applications will begin immediately and will continue until position is filled. Preliminary interviews also will be conducted at NACAA, ACTA and NAPA. To apply, please mail letter of application, résumé and 3 letters of reference to:

Human Resources Department
University of Houston
Houston, TX 77204-2770

Equal Opportunity, Affirmative Action Employer

ELON COLLEGE STUDENT AFFAIRS

Elon College, a four-year private institution of 3,300 students located in North Carolina, is seeking applications for the position of Director of Student Affairs. The position should be held by a person with a graduate degree in counseling, psychology, or related field; higher education and experience in advising, programming, and student leadership development. A bachelor's degree with significant student personnel experience will be considered. An ability to maintain a flexible work schedule that includes nights and weekends is required.

Review of applications will begin immediately and will continue until position is filled. Preliminary interviews also will be conducted at NACAA, ACTA and NAPA. To apply, please mail letter of application, résumé and 3 letters of reference to:

Human Resources Department
University of Houston
Houston, TX 77204-2770

Equal Opportunity, Affirmative Action Employer

ELON COLLEGE IS AN EQUAL OPPORTUNITY EMPLOYER

Research/Chemistry: Research Associate to conduct research in the area of polymer chemistry and materials science. The successful candidate will have a Ph.D. in Chemistry and one year of postdoctoral experience. Responsibilities include: synthesis and characterization of polymers; development of new materials; and supervision of graduate students. Salary: \$28,000-\$32,000 per year. Send letter of application, curriculum vitae, and three letters of reference to: Dr. John A. Sauer, Department of Chemistry, University of Texas at Austin, 78712. No phone calls, please. An employer paid ad.

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PENNSTATE

College of Medicine • University Hospital
The Milton S. Eisenhower Medical Center

DIRECTOR OF STUDENT AFFAIRS THE PENNSYLVANIA STATE UNIVERSITY COLLEGE OF MEDICINE

The Pennsylvania State University College of Medicine is seeking a Director of Student Affairs. The Student Affairs Office is responsible for a number of student-related activities and services including admissions and enrollment, records and registration, financial aid, licensure and recruitment, certification, student life and organizations, career advising, Dean's letters and other correspondence, and several special programs. The Director reports to the Associate Dean for Medical Education.

There are approximately 400 full-time medical and 120 graduate students enrolled. The College of Medicine is part of The Milton S. Eisenhower Medical Center which includes the University Hospital. Hershey is a community of approximately 20,000 persons situated in the rolling hills and farmlands of Central Pennsylvania. It provides residents with employment, cultural, and recreational opportunities of a large city without the associated crime, transportation, or pollution problems. It provides easy accessibility to Philadelphia, Baltimore, Washington, D.C., and many other historical, cultural, and recreational attractions. Candidates should have a Master's degree in a relevant area (admissions, student affairs, financial aid, student services) plus two to three years of experience; a Bachelor's degree with an equivalent amount of experience may be considered adequate. Experience in a medical school setting is preferred.

A resume or curriculum vitae should be forwarded to Robert C. Aber, M.D., Associate Dean for Medical Education, The Pennsylvania State University College of Medicine, P.O. Box 850, Hershey, PA 17033 by March 31, 1992.

OUR CARING KEEPS BUILDING

AN AFFIRMATIVE ACTION/EO EMPLOYER
Women and minorities encouraged to apply

Residence Life Coordinator University of South Carolina Columbia

The University of South Carolina at Columbia announces a Residence Life Coordinator position in the Department of Resident Student Development. The RLC is responsible for the quality of life of residents in an on-campus setting. Specific duties include supervising 4-6 graduate resident life directors, undergraduate RA's, desk staff, and evening security guards; managing crises and behavioral problems; implementing diversified programming based on the wellness model; overseeing hall governments and enforcing University regulations. USC-Columbia is the flagship institution of a nine-campus system offering doctoral programs in a variety of fields, including higher education administration and student personnel services. Master's degree in Residence Life, Counseling, or related field plus two years' experience preferred. This is a live-on position with a minimum starting salary of \$20,545 plus apartment and meals. Starting date: July 1, 1992. Send letter of application, résumé, and three letters of reference to: Laurence Wilson, Residence Life Coordinator, Search Committee, 1215 Blossom Street, University of South Carolina, Columbia, South Carolina 29208. Applications postmarked by March 11 will receive priority consideration. Pre-arranging interviews for ACA. Minority candidates are encouraged to apply. AN/EOE.

Research/Chemistry: Research Associate to conduct research in the area of polymer chemistry and materials science. The successful candidate will have a Ph.D. in Chemistry and one year of postdoctoral experience. Responsibilities include: synthesis and characterization of polymers; development of new materials; and supervision of graduate students. Salary: \$28,000-\$32,000 per year. Send letter of application, curriculum vitae, and three letters of reference to: Dr. John A. Sauer, Department of Chemistry, University of Texas at Austin, 78712. No phone calls, please. An employer paid ad.

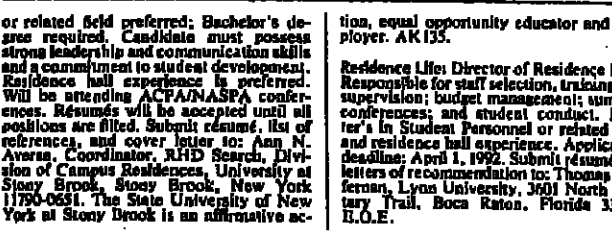
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Lists of the latest books of interest to Academic scholars books and books about higher education —

every week in The Chronicle.



DEAN College of Liberal Arts UNIVERSITY OF ALASKA FAIRBANKS

The University of Alaska Fairbanks (UAF), a land-grant institution serving over 6,000 students at its main campus in Fairbanks and at a number of rural campus centers, invites applications and nominations for the position of Dean of the College of Liberal Arts. The College of Liberal Arts is the largest college in the University, currently serving 1,000 undergraduate and graduate students in majors offered by the 156 full-time and 30 part-time faculty members housed in 18 departments within the College. The College offers baccalaureate and Master's programs in traditional disciplines of study; degrees emphasizing international and multicultural studies; and Ph.D. degrees in Anthropology and Mathematics. KUAC TV/FM and the Alaska Native Language Center are also housed in the College of Liberal Arts. The College delivers a majority of the courses which serve a recently implemented core curriculum.

UAF is located in Fairbanks, a community of over 72,000 that was recently ranked fourth best small city in the nation. Being the second largest population center in the State, Fairbanks offers significant cultural, artistic, and recreational opportunities and often available in a community of its size. Fairbanks' geographic location provides its inhabitants with opportunities to participate actively in many international ventures.

The Dean is responsible for personnel matters, budgetary administration, and for academic planning of the College and is expected to support and promote the programs of the College in its interactions with other internal and external constituencies. The Dean facilitates the development and enhancement of quality teaching, scholarly/creative activity, and service within the College.

- Candidates for the position should have the following qualifications:
- An earned terminal degree in the humanities, mathematical sciences, performing and fine arts, or social sciences.
 - A record of progressively responsible academic administration which includes a history of successful budgetary and fiscal administration.
 - Have attained the tenure rank of Professor.
 - A record of excellence in teaching, research/creative activity, and service.
 - A demonstrated commitment to supporting and retaining quality faculty, staff, and students.
 - A demonstrated commitment in faculty, staff, and student participation in university governance and communications.
 - Strong interpersonal and communications skills.
 - Experience working with private and public external constituencies.
 - A desire to experiment with non-traditional educational opportunities.
 - Experience in multicultural environments.

Please send a curriculum vitae; a statement of interest and educational philosophy; and names, addresses, and phone numbers of five references to:

Dr. Paul B. Hekhardt, Chair
College of Liberal Arts Dean Search Committee
College of Natural Sciences
Room 465 Decker Building
The University of Alaska Fairbanks
Fairbanks, Alaska 99775-1240
Phone: (907) 474-7941
Fax: (907) 474-5101

Application screening will begin 25 March 1992 and will continue until the position is filled. The positions will be available 1 July 1992 or as soon thereafter as the successful candidate may begin.

The University of Alaska is an EEO/AA Employer and Educational Institution.



WINONA STATE UNIVERSITY Winona, Minnesota DEAN OF THE COLLEGE OF EDUCATION

The Dean of Education is responsible for providing leadership of undergraduate and graduate programs on the Winona campus and in Rochester, Twin Cities metro area, and other off-campus sites. Responsible for program coordination and budget supervision of the departments of Education, Educational Administration, Counselor Education, Special Education and Health, Physical Education and Recreation. Responsibilities also include effective involvement with external agencies (regional and national), including the Board of Teaching and NCATE.

QUALIFICATIONS: Earned doctorate from an accredited institution in one of the fields represented in the college; at least five years' successful teaching experience in higher education, including both teaching and administration responsibilities; demonstrated managerial skills; affirmative action practices and personnel skills; interest, knowledge and understanding of current educational issues; an understanding of the nature and purpose of collective bargaining; record of research, publication and other scholarly achievements; ability to work cooperatively with faculty, administration and other college staff, students, educators outside the institution, and the public at large.

Appointment date July 1, 1992. Salary is competitive. Application must include letter of application, resume, and list of three references (including addresses and telephone numbers). Letters of reference will be required of semifinalists.

APPLY TO: Dean of Education Search, Affirmative Action Office, Winona State University, P.O. Box 5838, Winona, MN 55991-5838. Open until filled. Screening of applications begins April 1, 1992. WSU is an Affirmative Action, Title IX, Equal Opportunity Employer. Women, minorities, and disabled individuals are encouraged to apply.

Residence Life Assistant Director, The University of Texas at Arlington, Fall 1991. P. O. Box 19175, Arlington, Texas 76019. Applications deadline March 5. An equal opportunity, affirmative action employer.

Send resume to UTA Personnel Office: UTA Box 19175, Arlington, Texas 76019. Applications deadline March 5. An equal opportunity, affirmative action employer.



SAINT PETER'S COLLEGE The Jesuit College of New Jersey Academic Dean - Day Session

Position Available: Dean of Vocational/Technical Education.

Responsibilities: The Dean of Vocational/Technical Education reports to the Vice President of Academic Affairs; assumes responsibility for supervision and evaluation of instruction in more than 30 degree and certificate programs in vocational/technical education; prepares a yearly budget request; approves all related expenditures; recruits and recommends faculty; conducts research relevant to the operation and development of vocational/technical education in the College.

Qualifications: Master's degree required. Doctorate strongly preferred; minimum of five years' experience in an administrative position with at least three years at the associate dean level or commensurate experience in a position of similar responsibility; experience with Cad Perkins funding; ability to provide direction for an ambitious and progressive vocational/technical education program in a participatory management environment; excellent communication skills. Teaching experience in a vocational/technical discipline and a working knowledge of Missouri State funding procedures is desirable. Available July 1, 1992.

The College: Jefferson College is a comprehensive community college located 30 miles south and west of St. Louis in the center of Jefferson County. Jefferson County is home to 170,000 people who enjoy the benefits of a rural environment in the immediate proximity of a major metropolitan area. The College offers a comprehensive curriculum in college transfer and vocational/technical programs to over 4,000 students each year. The vocational/technical education program is highly respected throughout the area and has received state, regional and national recognition for excellence in education.

Salary: Competitive. Jefferson College offers an excellent fringe benefit package including health and dental insurance, long-term disability, life insurance, a liberal leave and vacation program, and an outstanding retirement program to its employees.

Applications must include: A letter of application addressing the qualifications, resume, copies of transcripts and three letters of reference. Completed applications must be received no later than April 1, 1992.

Address inquiries and applications to: Dan Steadman, D.A. Vice President, Academic Affairs
Jefferson College
1000 Union Road
Hillsboro, MO 63050
(314) 789-3956, Ext. 300

It is the policy of Jefferson College that no person shall, on the basis of race, sex, color or handicap, be subject to discrimination in employment, or in admission to any educational programs or activity of the College.

DEAN OF INSTRUCTION LASSEN COMMUNITY COLLEGE DISTRICT

Lassen Community College District in Susanville, California, is seeking an experienced academic administrator to serve as Dean of Instruction.

Minimum qualifications include: Master's degree and three years' academic administrative experience or equivalent. Salary is \$64,000.

To be considered, submit a letter of application, District application form, names of three more references, and basis for equivalency, if requested, by Friday, April 3, 1992, to:

Dr. Victor L. Sainte-Marie
Chair, Search Committee
Lassen College
P.O. Box 5000
Susanville, CA 96150
Telephone (916) 257-6131 x210
FAX (916) 257-6864

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MIT ASSISTANT DEAN Residence and Campus Activities Office of the Dean for Student Affairs

Responsibilities include planning and administering the selection, training and evaluation of the Graduate Residents and developing social and educational programs for students living in MIT housing. Will serve as an advisor to the Graduate Student Council, graduate house governments and graduate student associations. Will also provide advice and counsel to individual students on residence-related and/or personal matters; serve as a liaison to women and minority groups; assist other members of the MIT community with issues related to student discipline; and work with other staff to develop programs on drug and alcohol abuse, women's issues, harassment, and wellness.

Requirements: Master's degree, preferably in counseling, student personnel, management or related areas, and at least 3 years of experience, preferably in student housing/counseling related area within a university setting.

Interested candidates should send two copies of resume and cover letter referencing Job No. A92-011 to: Maureen C. Wolfe, MIT Personnel Office, Bldg. E19-239, 77 Mass. Avenue, Cambridge, MA 02139-4307.

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Massachusetts Institute of Technology

positions and new directions for residence hall government. Advise and assist in the development of residence hall government, including selection, training, and evaluation of Graduate Residents. Develop and coordinate a variety of programs, including social, cultural, and educational programs for students living in MIT housing. Will serve as an advisor to the Graduate Student Council, graduate house governments and graduate student associations. Will also provide advice and counsel to individual students on residence-related and/or personal matters; serve as a liaison to women and minority groups; assist other members of the MIT community with issues related to student discipline; and work with other staff to develop programs on drug and alcohol abuse, women's issues, harassment, and wellness.

Requirements: Master's degree, preferably in counseling, student personnel, management or related areas, and at least 3 years of experience, preferably in student housing/counseling related area within a university setting.

Interested candidates should send two copies of resume and cover letter referencing Job No. A92-011 to: Maureen C. Wolfe, MIT Personnel Office, Bldg. E19-239, 77 Mass. Avenue, Cambridge, MA 02139-4307.

DEAN University Extension and Summer Session University of California, Riverside

The University of California, Riverside, invites applications and nominations for the position of Dean of University Extension and Summer Session. The Dean has overall administrative, fiscal, programmatic, and strategic responsibility for the university's continuing education program, which operates on a financially self-supporting annual budget of more than \$5,000,000 and employs 70 full-time staff and 750 part-time instructors. The Dean will also oversee the academic and financial administration for UCR Summer Session and will report to the Chancellor through the Executive Vice Chancellor.

UCR seeks candidates with a record of successful administrative experience who can provide effective leadership and manage the human resources necessary for designing, implementing, evaluating and marketing continuing education programs on and off campus. The candidates should have a demonstrated ability to work effectively with faculty, administrators, and the broader community to which the university relates. Qualifications for the position include success in managing a complex organization, experience with a self-supporting budget, familiarity with grants/contracts and the ability to work with diverse constituencies on campus and in the community. A commitment to continuing education, academic excellence, and a pro-active vision about appropriate entrepreneurial initiatives is essential. Teaching experience at the university level is preferred. The Search Committee welcomes candidates with relevant experience and qualifications in diverse fields. A graduate degree at the Master's level or above is required. Salary will be commensurate with background and experience.

The starting date of the position is July 1, 1992, or as mutually agreed upon. To ensure full consideration, applications and nominations should be received by March 31, 1992. The search will continue until an appointment is made. Nominations and applications, including a current professional resume containing the names and addresses of at least four references, should be sent to:



ASSOCIATE DEAN SHELDON LISKE, CHAIR
SEARCH COMMITTEE FOR THE DEAN OF
UNIVERSITY EXTENSION AND SUMMER SESSION
OFFICE OF THE CHANCELLOR
UNIVERSITY OF CALIFORNIA
RIVERSIDE, CA 92521

UCR is an Equal Opportunity/Affirmative Action Employer.

UNIVERSITY OF CINCINNATI COLLEGE OF NURSING AND HEALTH Search for ASSOCIATE DEAN FOR ACADEMIC AFFAIRS

The College of Nursing and Health invites applications and nominations for the position of Associate Dean for Academic Affairs, a tenure-track position with academic rank. This position offers a qualified applicant an opportunity to work with a progressive and creative faculty and a diverse and able student body in the RNBSN, BSN, MSN and PhD programs.

Qualifications should include: earned doctorate in nursing or related field and a master's degree in nursing. Experience in teaching college nursing and academic administrative experience is required. Expertise in curriculum is desired.

The College has a century long history of innovation and creativity in nursing education, practice and advancement of nursing science. The College of Nursing and Health is part of a large metropolitan Health Sciences Center that is aggressively moving toward the 21st Century in an atmosphere of intellectual curiosity and commitment to excellence in education and service. Opportunities for individual and collaborative research and practice abound in a variety of clinical areas.

We offer a competitive salary and excellent fringe benefits. Resumes accepted until filled. Candidates should submit letter of interest, curriculum vitae and names of three references to:

Andrea R. Lindell, Dean
College of Nursing and Health
University of Cincinnati
Cincinnati, OH 45221-0038
(or fax to: 613-658-7823)

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Resident Assistant, Leadership Intern, and depending on previous Community Development Assistant and a Program Coordinator. Responsibilities include: coordinating staff meetings; consult with staff on their services and individual staff; coordinate and coordinate with the management in mutual responsibility; communicate with housekeeping and the student government; and the student government. The position is a full-time position, 40 hours per week, and is a tenure-track position. The position is a full-time position, 40 hours per week, and is a tenure-track position. The position is a full-time position, 40 hours per week, and is a tenure-track position.

Residence Life: Resident Director position in a comprehensive Residence Life program. Resident Director is responsible for the program and the students.

Mount Union College Alliance, Ohio

ASSOCIATE DEAN OF STUDENTS

The Associate Dean of Students is responsible for assisting the Dean of Students in the supervision and administration of the Student Services Program. Responsibilities include: directing the residential life program, coordinating the New Student Orientation program, advising Associated Women Students and Panhellenic Council.

Minimum Qualifications: Master's degree in College Student Personnel or related field and significant work experience. Understanding of the relationship between the academic and co-curricular program at a residential, private, liberal arts college is expected.

Application Deadline: Send letter of application and resume by March 27, 1992 to: Terence S. Taylor, Vice President for Student Affairs and Dean of Students, Mount Union College, Alliance, Ohio 44601. Women and minorities are encouraged to apply.

Starting Date: July 1, 1992.



DEAN OF MEDICAL EDUCATION

Duke University Medical Center is seeking candidates for the position of Dean of Medical Education.

The Dean of Medical Education is the primary administrator responsible for the curriculum development, coordination and evaluation of the following educational activities within the Duke University Medical Center: medical student education, graduate medical education, continuing medical education, and allied health education. The Dean of Medical Education will work closely with both the Chancellor for Health Affairs and Vice Chancellor for Academic Affairs on strategic planning initiatives and will administratively report to the Vice Chancellor for Academic Affairs of the Medical Center. The administrative authorities of the Dean include admissions, student affairs, academic records, curriculum management, and administration of the Medical Center's educational programs. Minimal requirements include: earned doctorate(s), experience in academic administration, a distinguished record of research and/or teaching that would qualify for appointment to the rank of Professor, and a motivating interest in academic education.

Screening of candidates for the position will begin April 1, 1992 and will continue until the position is filled. Applicants should send a curriculum vitae and other credentials to: Dean of Medical Education Search Committee, Box 3701, Duke University Medical Center, Durham, NC 27710.

Duke University Medical Center

Duke University is an Equal Opportunity/Affirmative Action Employer.

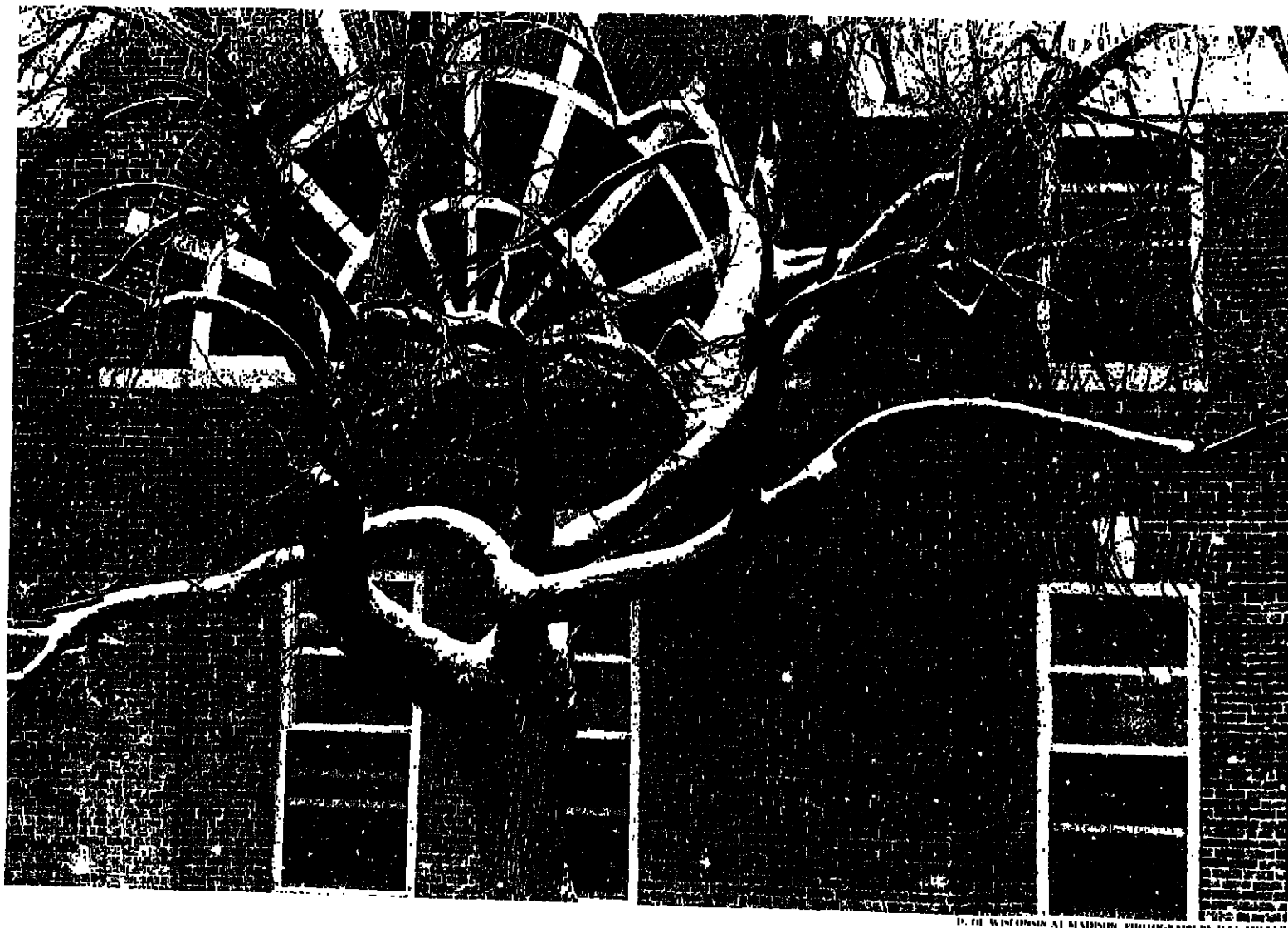
For the programmatic and administrative operation of a residence hall 100-600 students; supervision and evaluation of seven to twelve Resident Advisors; one Administrative Aide, and sixteen to twenty Student Body Officers; and competitively supervising building custodial maintenance functions. Graduate students and residence hall staff experience preferred. In-state tuition remission (estimated, \$600) (tuition per month, local phone service, furnished).

appointment, and board (when in operation) for a 10-month appointment; possible summer employment. Positions available in mid-July 1992. To apply, send resume, three letters of reference with phone numbers, and undergraduate transcripts to: Terence S. Taylor, Office of Residence Life, Box 3701, Duke University Medical Center, Durham, NC 27710. All applications must be received by March 23, 1992 or be postmarked by March 20, 1992 to be considered.

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BULLETIN BOARD: Positions available



MITCHELL COMMUNITY COLLEGE

Mitchell Community College is a member of the North Carolina Community College System. Located in Statesville, the College serves students from 100 counties. Fall quarter enrollment is in excess of 1,500 students in curriculum courses and approximately 3,000 in continuing education classes. Vocational, technical, college transfer and fine arts programs are offered. MCC has the following positions available:

The Assistant Dean for Transfer Studies will report to the Vice President of Instruction and will be responsible for the quality of the academic programs in the areas of the Arts, Humanities, Mathematics, Natural Sciences, and Social Sciences, as well as Developmental Studies. Primary responsibilities include academic program development, budget oversight, and administration of personnel policies for the faculty and staff in the Transfer Studies Division. A Master's degree with at least 18 graduate hours in an appropriate academic discipline is required as well as at least three years of administrative/supervisory experience in a community college or other institution of higher education. The candidate must demonstrate skills in human relations, budget determination, and decision-making as well as strong team-building and communication skills.

The Assistant Dean for Technical Studies will report to the Vice President of Instruction and will be responsible for the quality of the academic programs in the areas of Business, Engineering, Allied Health (including Nursing) and Criminal Justice, as well as Cosmetology. Primary responsibilities include vocational/technical program development, budget oversight, and administration of personnel policies for the faculty and staff in the Technical Studies Division. A Master's degree with at least 18 graduate hours in an appropriate technical/vocational discipline is required, as well as at least three years of administrative/supervisory experience in a community college or other institution of higher education. The candidate must demonstrate technical expertise in current computer technology, including networks. Strong team-building and communication skills as well as skills in budget determination and decision-making are required.

These are twelve-month administrative positions with the responsibility for teaching one course per quarter.

The Director of the Learning and Media Resources Center will report to the Vice President of Instruction and will be responsible for general administration of the library and audiovisual program, including planning, budgeting, collection development, staff supervision and evaluation, public relations, and will provide leadership in the impending library automation process. An ALA accredited Master's degree in Library Science or a Master's degree in Learning Resources with library administrative experience is required. The candidate must have demonstrated administrative capability and experience in library automation, as well as strong written and verbal communication skills. On-line computer library center experience and familiarity with interactive multimedia production are highly desirable.

Competitive salaries commensurate with experience and credentials.

In order to be considered for these positions, applications must be made on a Mitchell Community College application form and must be received no later than 4:00 p.m., April 1, 1992. The positions will be filled by June 15, 1992, and will be available July 1, 1992. Send MCC application, transcripts, resume, and three letters of reference to:

Phyllis A. Bailey, Affirmative Action Officer
 Mitchell Community College
 500 West Broad Street
 Statesville, NC 28677-5293
 EEO/AA Employer

Associate Dean of Student Life

Brown University seeks to fill a ten-month, full-time regular position. Responsibilities include supervising professional staff in the residential peer counseling programs, administering the Faculty Fellow Program, and serving as liaison between Third World students and the Office of Student Life. Associate Dean will participate fully in the discipline and crisis management systems and assume responsibility for educational programming in the areas of leadership, gender relations, and pluralism.

Requirements: M.A. and 5 years of experience preferred or Ph.D. and 3 years of experience. Individual must have experience supervising complex residential systems, have highly effective training skills and demonstrated sensitivity to issues of pluralism. Competitive salary. Please send cover letter and resume to: Marjorie Rubin, Human Resources, Brown University, Box 1878/JMR233, Providence, RI 02912. Applications will be reviewed until the position is filled; however, priority will be given to those received by March 31, 1992. Brown University is an EEO/AA Employer.



**BROWN
UNIVERSITY**

Residence Life: The University of Denver Department of Residence Life encourages the following position vacancies and applications. The University is a private liberal arts university located at the base of the Rockies. The Department of Residence Life is committed to diversity and community development of its student population. General Responsibilities (both positions): Manage a 200-400 person co-ed residence hall, supervise hall governance, discipline, counseling, teach RA classes, and coordinate student activities. **Residence Life Director:** Supervise 15-18 Resident Assistants, Master's degree in CSP, Counseling, or related field required. 12-month position with limited summer responsibilities. Salary: \$16,500. **Residence Life Assistant:** Supervise 10-12 Resident Assistants and 3 apartment managers. Master's degree in CSP, Counseling, or related field plus 2 years experience required. 12-month position with limited summer responsibilities. Salary: \$12,500. We will be interviewing at ACPA sites. For official consideration, apply by March 5, 1992. Applications reviewed until positions are filled. Please submit letter of application, resume, and references to: Richard Machuga, Director of Residence Life, 2550 East Evans Avenue, Denver, Colorado 80202. The University of Denver is committed to achieving diversity in its faculty and staff and encourages applications particularly from women, minorities, people with disabilities, and veterans.

Residence Life: Resident Hall Directors: Responsibilities include administrative management of 200-370 person hall, educational and social development, counseling, advising, selecting and supervising student staff. Also coordinate special assignment areas (staff selection, alcohol education, diversity, professional/student staff training, etc.). Require master's in CSP, counseling or related area by August 1992. Residence life and/or experience working with student organizations desired. Live-in positions are provided. Master's degree in Counseling, Social Work, or related field required. Salary range: \$17,250-\$18,000 for 12 months plus summer stipend. Send application letter, resume, reference letters, transcripts to Paul Rubin, Residence Life Office, University of Wisconsin-La

DEAN OF COLLEGE OF CONTINUING EDUCATION AND COMMUNITY SERVICE

University of Hawaii at Hilo

The University of Hawaii at Hilo (UHH), on the island of Hawaii, consists of the Colleges of Arts and Sciences, Agriculture, Continuing Education and Community Services, and the Office of Student Services. Approximately 2,800 students of diverse cultural and educational backgrounds are enrolled. The College of Continuing Education and Community Service (CCECS) is responsible for the Summer Session and serves as the outreach and extension arm of UHH. The Dean, who reports to the Senior Vice-President and Chancellor, plans, administers, coordinates, and supervises the staff and programs of the College. In addition to working with college units at UHH and the University System, he/she works closely with federal, state, and community agencies in cooperative program planning. Work also involves securing special grants to support the diverse learning needs of the community as well as program innovation.

MINIMUM QUALIFICATIONS: Earned master's degree at an accredited institution; attainment of the rank of associate professor or comparable professional experience; three (3) years' experience in continuing education administration; demonstrated ability to work in a multi-cultural setting; demonstrated ability in program development and budget administration.

DESIRABLE QUALIFICATIONS: Earned terminal degree from an accredited institution or equivalent combination of experience and education; experience in or knowledge of telecommunications technologies; experience in securing and administering funds from external sources.

MINIMUM MONTHLY SALARY: \$4,157.
APPLICATIONS: Submit letter of application describing how each of the minimum and desirable qualifications are met, current resume, and the names, addresses and telephone numbers of at least three (3) professional references to: Dr. Edward J. Komondy, Senior Vice-President and Chancellor, University of Hawaii at Hilo, Hilo, Hawaii 96720-4091.

INQUIRIES: (808) 933-3444. Applications must be postmarked by March 14, 1992. Position No. 89057.

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**SAINT
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PHILADELPHIA'S JESUIT UNIVERSITY

DEAN

COLLEGE OF BUSINESS AND ADMINISTRATION

St. Joseph's University is searching for a Dean for its College of Business and Administration. The College currently has 40 full-time faculty and enrolls approximately 1900 undergraduate and 1700 graduate students. The successful candidate will have demonstrated extraordinary leadership, preferably in an academic setting, and should be committed to the mission and role of a Jesuit business school.

Review of candidates and nominations begins on February 1, 1992, and continues until the position is filled. The position is effective July 1, 1992. Address applications or nominations to: Dr. Carolyn Clark, Chair, Search Committee for the Dean of the College of Business and Administration, Department of Accounting, Saint Joseph's University, 5600 City Avenue, Philadelphia, PA 19131.

St. Joseph's University is an Affirmative Action,
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Dean Widener University School of Law

Widener University School of Law invites nominations and applications for the position of Dean.

The School of Law, founded in 1971, has two campuses located in Wilmington, Delaware and Harrisburg, Pennsylvania. There are 71 full-time faculty and over 60 adjunct faculty. The Law School offers day and evening education to over 2100 J.D. students; Master of Laws programs in Taxation and Corporate Finance; and overseas programs in Nairobi, Kenya, Padua, Italy, and Geneva, Switzerland. The Law School, as part of the Widener University Law Center, also offers the associate degree and certification programs in paralegal studies, judicial administration, and criminal justice for individuals pursuing careers in support of the administration of justice. Accredited by the American Bar Association, the School of Law also holds membership in the Association of American Law Schools.

The Law School is one of seven schools and colleges of Widener University, a comprehensive, independent university of 8,900 students, located in Chester, Pennsylvania, in suburban Philadelphia.

The search committee will consider the following factors in evaluating applicants: (1) administrative ability; (2) commitment to high level professional scholarship and teaching; and (3) evidence of ability to provide creative leadership in a legal community. All applications should be submitted no later than April 1, 1992. It is anticipated that the successful candidate will assume the deanship on or near July 1, 1992. Nominations, inquiries and applications, including vitae and the names of three references, should be addressed to:

Professor Esther Clark, Chair
 Dean Search Committee
 Widener University School of Law
 P.O. Box 7474, Concord Pike
 Wilmington, Delaware 19803

Widener University is an equal opportunity employer



**UNIVERSITY
of REDLANDS**

DEAN OF THE FACULTY of Arts and Sciences

Applications and nominations are invited for the position of Dean of the Faculty of Arts and Sciences. The Dean reports to the Vice President for Academic Affairs and oversees curriculum, personnel, and budget for 105 full-time faculty in 21 departments. The Dean will be expected to teach one course per year and be qualified as a faculty member.

Candidates should have an earned doctorate in an appropriate discipline, a record of successful teaching and scholarship, and an ability to be a faculty advocate within a structure of shared governance. Those interested in developing a climate that values gender equity and cultural diversity are especially encouraged to apply.

The University of Redlands is a private, liberal arts university with a residential enrollment of 1300 students. It includes the Johnston Center for Individualized Learning, a school of music, and selected professional and graduate programs. There is, in addition, an off-campus adult education program. It is located in an attractive residential community of 65,000 about 60 miles east of Los Angeles.

Application review will begin on March 16. Position may be filled from July 1 to August 15, 1992. Applications, including a curriculum vitae, names and addresses of five references, and a personal statement of interest, should be sent to:

Dr. Frank F. Wong
 Vice President for Academic Affairs
 University of Redlands
 Redlands, California 92373-0999

Women and minority candidates are encouraged to apply.

encouraged to apply. Letter of application and resume to: Terry L. Wilson, Associate Director of Residence Life, University of Wisconsin-River Falls, River Falls, Wisconsin 54081. Indicate if attending Oshkosh or ACPA. An alphabetical listing of all nominees and applicants, without differentiation, may be released after deadline. AVEED.

Residence Life: Area Director: Anticipated opening: July 1, 1992. Duties include recruitment, selection and supervision of resident assistants and resident director staff; delivery of educational programs and services; the handling of disciplinary cases and sanctions and general administrative duties within two residence halls. Each area director will have projects on a rotating basis. This is a live-in position on a 12 month appointment. Competitive salary, health insurance allowance, apartment, utilities, and meal plan are provided. Master's degree in Counseling, Social Work, or related field required. Salary range: \$17,250-\$18,000 for 12 months plus summer stipend. Send application letter, resume, reference letters, transcripts to Paul Rubin, Residence Life Office, University of Wisconsin-La



CHIEF ACADEMIC OFFICER Director of Academic Affairs

Applications and nominations are invited for the position of Director of Academic Affairs at Penn State's Great Valley. The Director is responsible to the Campus Executive Officer for providing leadership on all academic matters including the campus faculty.

Penn State Great Valley is a special mission campus of the University located in the Great Valley Corporate Center at Malvern, PA. The campus is in its 29th year, having occupied its newly constructed facility in August, 1988. As the University's graduate campus in Southeastern Pennsylvania, Great Valley serves 1,200 part-time graduate students through programs in education, engineering, and management. It serves an additional 2,500 students through its continuing education programs. The campus faculty is comprised of 19 full-time and 60 part-time members.

The Great Valley Corporate Center is a 700-acre business park that is home to over 300 companies and 12,000 employees. It is the largest of numerous business parks located along the Route 202 Technology Corridor and a 40-minute drive northwest of center-city Philadelphia. In addition to its classrooms and labs, Penn State Great Valley houses the Penn State Technology Development Center, a business incubator serving over 40 start-up technology companies.

QUALIFICATIONS: An earned doctorate, or equivalent, and minimum of five years experience involving a combination of full-time teaching, leadership of faculty, research and scholarly pursuit is required. Candidates should possess strong interpersonal and communication skills and the academic qualifications of a tenured, senior ranked faculty member at Penn State. Experience in academic planning, faculty recruitment and development, graduate program development, faculty governance, grantmanship, and budgeting is desired.

Application deadline is March 16, 1992, or until an appointment is made. This twelve month, standing appointment includes an excellent benefits package. Salary will reflect qualifications and experience of the candidate.

Send nominations and/or application (including resume), with the names of three references, to:

Lawrence S. Cole
Campus Executive Officer
Penn State Great Valley
30 East Swedesford Road
Malvern, PA 19355

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Women and Minorities Encouraged to Apply.

SEARCH EXTENDED

Executive Director Student Activities Corporation

The Executive Director of the Student Activities Corporation of Queens College is responsible for administering the Corporation's day-to-day activities; acting in an advisory capacity on all financial matters pertaining to a \$1 million annual budget; negotiating insurance policies/contracts; overseeing auxiliary services operations (dining hall, bookstore, video/vending services) and developing programs for educating student groups. Bachelor's degree required, with at least 5 years prior campus experience preferred. Experience in supervisory responsibility and budget management essential.

Competitive salary; excellent fringes. Send resume with salary history in confidence to Jeremy Burton, Chair, Search Committee, Student Activities Corporation, Queens College/CUNY, Flushing, NY 11367-1597. Applications will be reviewed commencing March 18 and continue until position is filled. AA/EEOE

Student Activities Corporation is an independent legal entity. Neither the Board of Trustees of the City University of New York nor any constituent unit is liable in any way for the acts of the corporation. Similarly, the corporation is not liable for the acts of any public instrumentality or any private club or organization.

Residence Life: Residence Hall Director. Primarily responsible for providing a safe, secure, and supportive environment which results in the greatest individual, cultural, and educational growth for all students and the living groups. Responsibilities include: selection, training, supervision, and evaluation of 4-13 professional staff and hall directors; coordinate student conduct procedures; crisis and personal advisor services; and training of hall government, audit, and residence life staff; and participate in hall and departmental programming according to a 3-dimensional Wellness Model and to meet the developmental needs of students. Washington State University is an AA/EEOE institution. Minorities and women are encouraged to apply.

Residence Life: Residence Hall Director. Primarily responsible for providing a safe, secure, and supportive environment which results in the greatest individual, cultural, and educational growth for all students and the living groups. Responsibilities include: selection, training, supervision, and evaluation of 4-13 professional staff and hall directors; coordinate student conduct procedures; crisis and personal advisor services; and training of hall government, audit, and residence life staff; and participate in hall and departmental programming according to a 3-dimensional Wellness Model and to meet the developmental needs of students. Washington State University is an AA/EEOE institution. Minorities and women are encouraged to apply.

ADMINISTRATOR Joseph W. Jones Ecological Research Center Ichauway, Georgia

The Joseph W. Jones Ecological Research Center invites applications for the position of Administrator. As the chief administrative and financial officer of the Center, the Administrator is responsible to the Director for the direction, quality and administration of operational policies and practices, financial policies and procedures, budget preparation and control, facilities and maintenance, human resources, security, library, computer system and other services to support the research, conservation and educational missions of the Center.

Qualifications include extensive experience in the management and operation of business and financial affairs of a complex research and educational institution, to include external grants and contracts. An advanced degree in an appropriate field is preferred, as well as excellent administrative, interpersonal, written and oral communications skills.

The Joseph W. Jones Ecological Research Center is a new independent institution funded by the Robert W. Woodruff Foundation at Ichauway, a 28,000 acre reserve in southwest Georgia. The objective of the Center is to develop a program of excellence in ecology and natural resource management that includes research, education, and conservation. The Center is currently in the development stage and will build toward a target size of 10-12 scientists, their students and post-docs, and diverse administrative, site management and support personnel. The Administrator has a unique opportunity to contribute to the development of facilities and programs of this future research center of national significance.

The Center is located near Albany and Bainbridge, GA. The former is a growing business center of SW GA with a population of 110,000, excellent health care facilities, diverse cultural and recreational activities, and beautiful nearby forests, agricultural lands, lakes and rivers.

Salary is competitive and commensurate with experience, plus a solid benefits package. Letters of inquiry, resumes, and names of three references should be mailed by March 2 to Dr. Lindsay Ross Bowling, Director, Joseph W. Jones Ecological Research Center, Ichauway, Route 2, Box 2324, Newton, GA 31770; Fax (912) 734-4707. It is anticipated that the interviewing and selection process will be completed by April, 1992.

SAINT JOSEPH'S COLLEGE

Vice President for Academic Affairs

Saint Joseph's College, a Catholic liberal arts institution in Northwest Indiana, seeks nominations and applications for the position of Vice President for Academic Affairs. Reporting directly to the President, this individual is responsible for development and implementation of academic programs, policies, and budgets. Faculty hiring, evaluation, and development are seen as top priorities of the office. This Vice President also supervises the Library, Registrar, Admissions, and Financial Aid.

Saint Joseph's College is just beginning its second century of dedication to the mutually stimulating goals of Catholic higher education in the liberal arts tradition. One of the main responsibilities of the new Vice President will be to keep the College's nationally renowned Core Curriculum at the highest possible level of vitality and excellence. Enrollment has been holding steady at 1025 students, and the full-time faculty of 64 men and women constitutes a corps of professors with an exceptionally high degree of academic community.

The successful applicant must have outstanding credentials both as a teacher/scholar and as an administrator. An earned doctorate, preferably in the arts or sciences, commitment to Catholic liberal arts higher education, and a fair interpersonal relations, and the ability to lead and inspire are requirements. As an equal opportunity and affirmative action employer, the Salary will be competitive and commensurate with credentials and experience.

The starting date is July 1, 1992. Applications (letter of application detailing special qualifications, vita, three letters of reference) should be received by March 20th and sent to:

Office of the President
Saint Joseph's College
Rensselaer, Indiana 47978

Traditional Health and (2) for the First-Year Student Program. Both positions involve teaching and supervising students in the areas of health and safety, and in the areas of student development, supervision, and leadership. Successful candidates will have a master's degree in health and safety, or a related field, and a minimum of two years of experience in a similar position. Position (1) involves supervising students in the areas of health and safety, and in the areas of student development, supervision, and leadership. Position (2) involves supervising students in the areas of health and safety, and in the areas of student development, supervision, and leadership. Successful candidates will have a master's degree in health and safety, or a related field, and a minimum of two years of experience in a similar position.

Residence Life: Residence Hall Director. Primarily responsible for providing a safe, secure, and supportive environment which results in the greatest individual, cultural, and educational growth for all students and the living groups. Responsibilities include: selection, training, supervision, and evaluation of 4-13 professional staff and hall directors; coordinate student conduct procedures; crisis and personal advisor services; and training of hall government, audit, and residence life staff; and participate in hall and departmental programming according to a 3-dimensional Wellness Model and to meet the developmental needs of students. Washington State University is an AA/EEOE institution. Minorities and women are encouraged to apply.

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Vice Chancellor for Student Affairs Minnesota State University System

The Minnesota State University System, Office of the Chancellor, invites applications and nominations for the position of Vice Chancellor for Student Affairs who serves the Chancellor, the Board, and the seven universities by providing leadership in the areas of student affairs and cultural diversity.

The System is made up of seven universities located in Bemidji, Marquette, Marshall (Southwest State), Minneapolis-St. Paul (Metropolitan State), Moorhead, St. Cloud and Winona, as well as a campus in Japan. Current enrollment is over 63,000. The Chancellor serves as the chief executive officer of the System; a nine-member board appointed by the Governor sets policy for the seven universities.

Responsibilities: Develop, coordinate and facilitate student affairs and cultural diversity policies and programming; provide leadership to the university student affairs vice presidents and the minority service director; design, develop and analyze financial aid policies and represent System on financial aid issues; serve as liaison and resource to the statewide student association; coordinate special System projects in such areas as diversity, recruitment and retention, scholarships, admission, drug and alcohol education, career planning and counseling, and international students; assist the universities with incorporating total quality management principles; collaborate with academic and fiscal affairs offices on a broad range of support services issues; identify opportunities for public/private partnerships to enhance cultural diversity and student affairs programming.

Qualifications: The successful candidate must have, at a minimum, a master's degree in a relevant field; a doctorate is preferred; five to eight years' progressively responsible student affairs experience in a college or university setting, including experience in diversity programming; at least three years' experience in financial aid or the ability to demonstrate a thorough understanding of financial aid policies and issues and their impact on students and parents; understanding of system-level administration and system-university relationships; ability to integrate academic and fiscal support services into student affairs; experience in a multi-campus, public system preferred; thorough knowledge of recent trends and developments in higher education, student affairs and diversity issues; exceptional oral and written communication skills; and ability to analyze, develop and present policy options.

Nominations for the position are encouraged. Interested applicants should submit letter of application, resume and the names and telephone numbers of three references. Letters of reference are NOT requested at this time. Review of applications will begin April 1, 1992. Starting date is July 1, 1992 or as soon as possible thereafter. Send applications, nominations or inquiries to:

Sharon K. Miller, Director of Public Information
Minnesota State University System
555 Park Street, Suite 230
St. Paul, MN 55103
612-296-4504

Women and people of color are encouraged to apply.

The Minnesota State University System is an equal opportunity, affirmative action employer.



Western State College of Colorado, Gunnison, Colorado 8230

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Western State College of Colorado is a public liberal arts institution of approximately 2,500 students and 111 faculty members with twenty-two majors including graduate-level work in education, business and recreation. The College is in the mountain town of Gunnison (population 4,600), 100 miles southwest of Denver. The Vice President for Academic Affairs reports to the President and has responsibility for the academic mission of the College.

Those interested in being nominated for the position should:

- have an earned doctorate, preferably in a liberal arts discipline
- have experience as a faculty member in a liberal arts college or an appropriate discipline in a university setting
- have at least 5 years, including department chair, of administrative experience in a liberal arts college or university
- be devoted to creating energetic, innovative, interdisciplinary and academically demanding undergraduate education
- have the energy, vision, commitment to diversity and organizational gifts to play a crucial role in completing the conversion of the college into a fine public liberal arts institution.

The College strongly encourages the application and nomination of women and minorities. Salary and benefits are competitive. Applications and nominations are due April 3, 1992, with the appointment to begin as soon as possible after selection. Applicants should include a letter of interest, a vita and five references. References will not be contacted without the permission of the candidates.

Please send applications to: Kaye Howe, President
Western State College
Gunnison, Colorado 81231

Western State College, one of four members of the State Colleges of Colorado, is an Affirmative Action, Equal Opportunity Employer.

Residence Life: Residence Hall Director. Primarily responsible for providing a safe, secure, and supportive environment which results in the greatest individual, cultural, and educational growth for all students and the living groups. Responsibilities include: selection, training, supervision, and evaluation of 4-13 professional staff and hall directors; coordinate student conduct procedures; crisis and personal advisor services; and training of hall government, audit, and residence life staff; and participate in hall and departmental programming according to a 3-dimensional Wellness Model and to meet the developmental needs of students. Washington State University is an AA/EEOE institution. Minorities and women are encouraged to apply.

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CHEYNEY UNIVERSITY

Cheyney University, the oldest historically Black college in America, is one of fourteen institutions in the Pennsylvania State System of Higher Education. Located in beautiful Southwesterly, PA, 24 miles west of Philadelphia and 15 miles north of Wilmington, DE, it has an enrollment of approximately 1,500 undergraduate and graduate students. The University is currently recruiting for the following positions:

PROVOST, Vice President for Academic Affairs

This chief academic administrator reports directly to the President and assumes the President's duties in her/his absence. The Vice President leads the areas of Graduate Programs/Continuing Education, Undergraduate Programs and Student Affairs.

The Vice President plans and coordinates academic and student programs, assemblies and administers the area budget, coordinates policies and planning, and plays an active role in the recruitment, assignment and evaluation of faculty.

Candidates should have at least 10 years of related leadership and administrative experience. An earned doctorate is required, preferably in an academic discipline. Several years of both teaching and administrative experience at the university level is preferred.

The salary range for this position is between \$67,744 and \$84,124. The starting salary will fall within this range and be determined based on qualifications and experience.

Submit letter of application, resume and names and addresses of three professional references by March 15, 1992 to: Human Resources Office, Provost Search, Cheyney University, Cheyney, PA 19319. Transcripts of all graduate work must be included with letter of application.

Vice President for Finance and Administration

The Chief Financial administrator reports directly to the President. The Vice President directs and coordinates the activities of the Accounting Office, Computer Center, Public Safety, Physical Facilities and Human Resources.

Candidates should have a Master's Degree and a minimum of five years' (ten years or more experience preferred), of proven leadership and administrative experience. Experience in Higher Education would be highly desirable. The salary range for this position is between \$61,443 and \$76,804. The starting salary will fall within this range and be determined based on qualifications and experience.

Submit letter of application, resume and names and addresses of three professional references by March 15, 1992 to: Human Resources Office, VP Finance Search, Cheyney University, Cheyney, PA 19319.

Assistant Director of Alumni Affairs

The Assistant Director reports directly to the Director of Alumni Affairs. The Assistant Director assists the Director in all areas of Alumni relations including publications, visitations, and a variety of related duties.

Candidates should have a Bachelor's degree and at least five years of proven leadership and administrative experience directly related to Alumni/Public Relations.

The salary range for this position is between \$27,130 and \$36,401. The starting salary will fall within this range and be determined based on qualifications and experience.

Submit letter of application, resume and names and addresses of three professional references by March 15, 1992 to: Human Resources Office, AD of Alumni Affairs, Cheyney University, Cheyney, PA 19319.

Assistant Director for Special Activities and Events

The Assistant Director reports directly to the Director of Alumni Affairs. The Assistant Director assists the Director in all areas of Activities and events including planning, preparation and implementation of events, programs and presentations.

Candidates should have a Bachelor's degree and at least five years of proven leadership and administrative experience directly related to Event Planning/Public Relations.

The salary range for this position is between \$27,130 and \$36,401. The starting salary will fall within this range and be determined based on qualifications and experience.

Submit letter of application, resume and names and addresses of three professional references by March 15, 1992 to: Human Resources Office, AD Special Activities and Events, Cheyney University, Cheyney, PA 19319.



Tarleton State University Stephenville, Texas

Vice President for Student Services

Founded in 1899, Tarleton State University is a comprehensive, state-assisted university which is a part of The Texas A&M University System. Tarleton has an enrollment of over 6,400 and is located in Stephenville, Texas, 65 miles southwest of Fort Worth. Approximately 1,200 students are housed on campus in nine residence halls. Students can pursue any of 90 degree programs at the undergraduate and graduate levels.

Position: The Vice President for Student Services reports directly to the President and is responsible for the leadership, coordination, and supervision of all services, personnel, programs, and activities in the area of student services. These areas include Student Housing, Student Health Center, Tarleton Student Center, Placement and School Relations, Student Counseling Center, Student Activities, Intramural Sports, Special Programs/Minority Affairs, and Rodeo Team. Other duties include advising and counseling with students, parents, faculty, and non-teaching staff members on policy matters concerning students and student life.

Qualifications: Must have an earned doctorate, or the equivalent, in student personnel administration, counseling, management, or other closely related field. Must have ten years of related experience in higher education or other educational setting, preferably in educational administration, and/or student personnel and guidance, including the counseling of high school and/or college-age students. Preference will be given to candidates who have a broad and clear vision of what higher education will be in the future. Candidates must understand, embrace, and be able to work effectively in a multi-cultural campus setting. Strong organizational, interpersonal, communication, and leadership skills are of primary importance. In addition, candidates must have a working knowledge of strategic planning, fiscal management, and the budgetary process. Specialized training in counseling and/or administration is preferred.

Applications: The screening of applications will begin immediately and will continue until the position is filled. Application process may be discontinued any time after May 1, 1992. For further information, call the Tarleton State University Personnel Office at (817) 968-9128. To apply, send letter of application, resume, and a list of three references to:

Dr. Jim Boyd
Chairman, Search Committee
Tarleton State University
P.O. Box 1-1179
Stephenville, Texas 76402

Tarleton State University is an Equal Opportunity, Affirmative Action Employer. Minority and women candidates are encouraged to apply.

Residence Life: Residence Hall Director. Primarily responsible for providing a safe, secure, and supportive environment which results in the greatest individual, cultural, and educational growth for all students and the living groups. Responsibilities include: selection, training, supervision, and evaluation of 4-13 professional staff and hall directors; coordinate student conduct procedures; crisis and personal advisor services; and training of hall government, audit, and residence life staff; and participate in hall and departmental programming according to a 3-dimensional Wellness Model and to meet the developmental needs of students. Washington State University is an AA/EEOE institution. Minorities and women are encouraged to apply.

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PALM BEACH ATLANTIC COLLEGE

Vice President for Academic Affairs

Applications and nominations are invited for the position of Vice President for Academic Affairs of Palm Beach Atlantic College. The position is an executive position and the candidate will be responsible for the academic mission of the college. The candidate will be responsible for the development and implementation of academic programs, policies, and budgets. The candidate will be responsible for the supervision of the faculty and the administration of the college.

Qualifications: Must have an earned doctorate, or the equivalent, in a field related to the position. Must have at least 10 years of experience in higher education, including experience in academic administration. Must have a strong understanding of the college's mission and vision. Must have excellent interpersonal and communication skills. Must be able to work effectively in a multi-cultural campus setting.

Salary: Competitive. The salary will be determined based on qualifications and experience. The starting salary will fall within the range of \$67,744 to \$84,124.

Application Process: Submit letter of application, resume, and three letters of reference to: Search Committee, Palm Beach Atlantic College, P.O. Box 94708, West Palm Beach, FL 33418-4708.

Palm Beach Atlantic College is an Affirmative Action, Equal Opportunity Employer.

Residence Life: Residence Hall Director. Primarily responsible for providing a safe, secure, and supportive environment which results in the greatest individual, cultural, and educational growth for all students and the living groups. Responsibilities include: selection, training, supervision, and evaluation of 4-13 professional staff and hall directors; coordinate student conduct procedures; crisis and personal advisor services; and training of hall government, audit, and residence life staff; and participate in hall and departmental programming according to a 3-dimensional Wellness Model and to meet the developmental needs of students. Washington State University is an AA/EEOE institution. Minorities and women are encouraged to apply.

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JEFFERSON COLLEGE

VICE PRESIDENT

Jefferson College invites applications and nominations for the position of Vice President for Academic Affairs. The position is an executive position and the candidate will be responsible for the academic mission of the college. The candidate will be responsible for the development and implementation of academic programs, policies, and budgets. The candidate will be responsible for the supervision of the faculty and the administration of the college.

Qualifications: Must have an earned doctorate, or the equivalent, in a field related to the position. Must have at least 10 years of experience in higher education, including experience in academic administration. Must have a strong understanding of the college's mission and vision. Must have excellent interpersonal and communication skills. Must be able to work effectively in a multi-cultural campus setting.

Salary: Competitive. The salary will be determined based on qualifications and experience. The starting salary will fall within the range of \$67,744 to \$84,124.

Application Process: Submit letter of application, resume, and three letters of reference to: Search Committee, Jefferson College, 1000 Viking Drive, St. Louis, MO 63103.

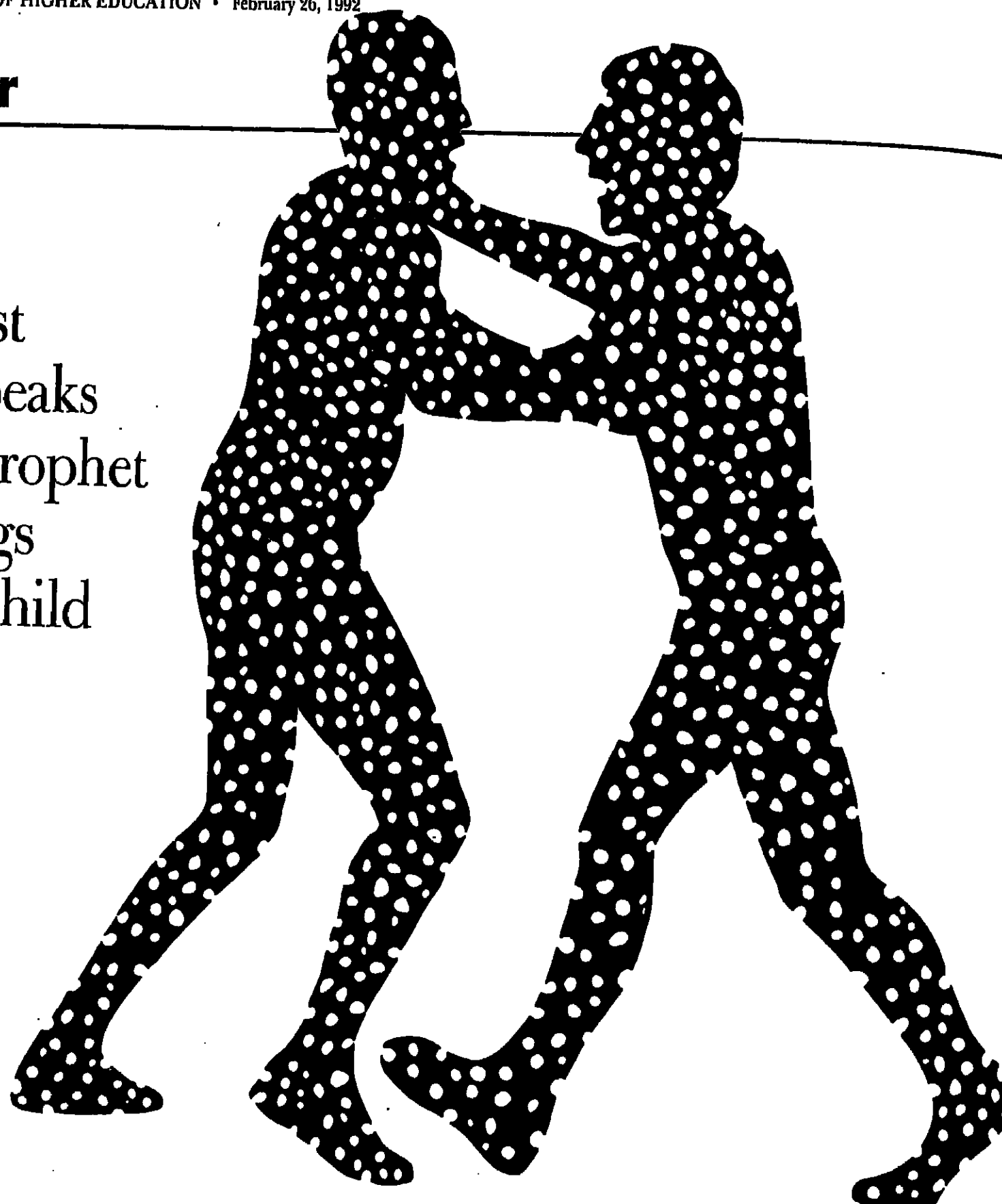
Jefferson College is an Affirmative Action, Equal Opportunity Employer.

Residence Life: Residence Hall Director. Primarily responsible for providing a safe, secure, and supportive environment which results in the greatest individual, cultural, and educational growth for all students and the living groups. Responsibilities include: selection, training, supervision, and evaluation of 4-13 professional staff and hall directors; coordinate student conduct procedures; crisis and personal advisor services; and training of hall government, audit, and residence life staff; and participate in hall and departmental programming according to a 3-dimensional Wellness Model and to meet the developmental needs of students. Washington State University is an AA/EEOE institution. Minorities and women are encouraged to apply.

Residence Life: Residence Hall Director. Primarily responsible for providing a safe, secure, and supportive environment which results in the greatest individual, cultural, and educational growth for all students and the living groups. Responsibilities include: selection, training, supervision, and evaluation of 4-13 professional staff and hall directors; coordinate student conduct procedures; crisis and personal advisor services; and training of hall government, audit, and residence life staff; and participate in hall and departmental programming according to a 3-dimensional Wellness Model and to meet the developmental needs of students. Washington State University is an AA/EEOE institution. Minorities and women are encouraged to apply.

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End Paper

An Artist
Who Speaks
Like a Prophet
and Sings
Like a Child

279.1/33

"MID-LEVEL 1" MIMI, JONATHAN BOROFKY

JONATHAN BOROFKY is shameless; that must be said. He makes a music video entitled "The Word of God" and has his voice laid over an image of himself falling through space. He makes a sound and light sculpture entitled "Heart Light," which throbs to the beat of his own heart and fills the gallery space with a pulsating red light, as if we were walking within the artist himself, travelling through his circulatory system as we move about the gallery past the printed words of his own dreams painted on the walls, past the images of himself astride the earth with arms outstretched declaring "Art Is For The Spirit," past the colored prints of Persian script intoning "All Is One, All Is One," and beneath a set of numbers suspended in the space above us, reminding us of the infinite march of time of which we are but a momentary witness, a small player in the eternal mystery of the spirit at play in the artist's imagination.

How does he avoid the charge of egotism that could so easily be levelled against him? How is there room in his prints and multiples for you and me and our needs and ambitions? How can we believe the

artist who says: "I see myself as partly every person and vice versa. Therefore no matter how personal I get about myself, my work is going to have meaning for somebody else. It has archetype; relevance."? We believe Borofsky because he is so sincere, so apparently innocent of more selfish motives. He is, we are tempted to say, the William Blake of his time: a poet of innocence and experience in an age of violent materialism.

And we want to believe him. We want, despite the mounting evidence to the contrary, to believe that "Art Is For The Spirit" and "All Is One, All Is One." And we want not to be embarrassed by these beliefs. We want not to be ashamed of our desire for the spiritual, and for an art that declares as much so simply and without shame. For we live in a time that discourages naïveté, that argues instead for material gain at the expense of our own well-being, and for the accumulation of political power at the expense of personal freedom and communal justice.

Two hundred years later, we still yearn for an artist who, like Blake, can claim: "The Fool shall not enter into Heaven. Those who are cast out are

All Those who, having no Passions of their own because No Intellect, Have spent their lives in Curbing & Governing other People's by the Various arts of Poverty & Cruelty of all kinds." We want, in other words, an artist who speaks like a prophet and sings like a child. And that artist in the late-twentieth century America is Jonathan Borofsky.

"Subject(s): Prints and Multiples by Jonathan Borofsky, 1982-1991," an exhibition of 50 works, will be on view at the Hood Museum of Art at Dartmouth College through March 15. The exhibition then travels to the High Museum of Art, Atlanta (April 27-June 19); the J. B. Speed Museum of Art, Louisville, Ky. (July 19-September 13); the Busby Art Museum at the University of Virginia, Charlottesville, Va. (October 8-November 29); the University of Arizona Museum of Art, Tucson, Ariz. (December 18-February 21, 1993); and other venues through 1994.

The text above is by James Cuno, curator of the exhibition and director of the Harvard University Art Museums. It is excerpted from the exhibition catalogue, published by the Hood Museum of Art.

Government & Politics

Illinois Coalition is a non-profit corporation that helps evaluate grant proposals for the program.

Mr. Baker says the program suffered because it had not been in place long enough to show success.

"We really didn't have much in the way of results to look at," he says. One thing that helped was the program's statistics on how state funds were used to leverage private support. The \$35-million in grants brought in \$100-million in federal and private funds, he says.

When Governor Edgar proposes his 1992-93 budget in April, he is expected to also propose changes in the program so that future grants are awarded to research that shows promise of leading quickly to commercialization.

'Near-Term Emphasis'

Governor Edgar is looking for "a near-term emphasis on jobs," says Mr. Baker. He wants to see the kind of projects where there's a result you can measure in a year or two, not five, Mr. Baker says.

Judith S. Liebman, vice-chancellor for research at the University of Illinois at Urbana-Champaign, says a new focus on industry's needs "is not a bad idea," even if it means less of a "windfall" for institutions.

Ms. Liebman says she understands the motivation. "I think it's an expression of the real need to get an economic upturn in the state as soon as possible."

Roger W. Elliott, assistant commissioner for research, planning,

In today's economic

climate, "any program

that does not have

much effect on a

state economy is

going to be vulnerable."

and finance at the Texas Higher Education Coordinating Board, says many of the states' research-oriented programs are suffering because the payoffs are too distant, and the programs lack techniques to measure their effectiveness in the short term. They also have depended too heavily on support from the governors who created them, he says.

"The state programs have turned to evaluation a little too late," says Mr. Elliott, who oversees his state's two highly regarded research programs. "Now harder questions are being asked in an inhospitable environment."

Mr. Elliott credits Texas's use of respected outside evaluators—such as Craig Fields, the former director of the Defense Advanced Research Projects Agency—for providing sustained credibility to its two programs. Financing for the programs was cut slightly in the 1991-93 biennium—from \$61.8-million to \$59.6-million—but Mr. Elliott says the cut was far less than those for other kinds of research. "It continues to enjoy a good deal of legislative support."

Good statistics also helped the Kansas Technology Enterprise Corporation fight off a "frontal attack" from Democratic Gov. Joan Pinney in 1991 on its \$7.8-million in

state financing, says Charles Warren, the president of an affiliated organization, Kansas Inc. "They've got great numbers. They've tracked their performance," he says.

Better Accounting Sought

This year in Nebraska, some lawmakers are pushing a bill that would require the state Board of Regents to give a better accounting of how the state's \$24-million "research initiative," which began in 1987, has been used to promote economic development.

Dan Pilcher, a specialist in economic development with the National Conference of State Legislatures, says that in today's economic climate, "any program that does not have much effect on a state economy is going to be vulnerable."

Mr. Pilcher says that scrutiny may not be all bad, because it has also prompted several states to change their economic-development strategies. The research-oriented programs were "not having a transforming effect on state economies," he says.

The new approach is typified by Pennsylvania, which is now putting \$10-million into a program that provides small businesses with technical assistance and business advice, but does not support university research. Similar programs have been started in Massachusetts and Oregon, and one has been proposed in Kentucky this year.

The idea, says Mr. Pilcher, is for the sectors of industry to work together to identify common issues and needs, and then find resources to solve them.

In many cases, Mr. Pilcher says, what companies really need is not high-technology research, but assistance in improving their manufacturing processes or retraining their workers. This is especially true for small and medium-sized businesses. In recessionary times, states typically look first to small businesses to help fuel a turnaround.

Stuart Rosenfeld, director of the Southern Technology Council, which promotes research in the South, says he sees promise in the new approach, but also pitfalls.

"We had unrealistic expectations" about the potential impact of the research programs, he says. But the new programs could create their own set of unrealistic expectations, he says, because it is even harder to measure improvements in productivity or "innovation" than to assess the impact of high-technology research programs. Also, he says, few states are incorporating measurement criteria into the new programs.

While universities may not benefit as much from the new-style programs, some economic-development officials say higher education has no grounds to gripe, because it did benefit from years of support. Lehigh University, for example, got about \$3-million a year in additional public and private research funds between 1984 and 1991 through the Ben Franklin Center, says Mark S. Lang, the center's executive director.

Without the program, says Mr. Lang, that money "would never have been sent directly to the university."

Academic Programs Created by States in 1980's
Face Elimination as Lawmakers Comb Budgets

By MARY CRYSTAL CAGE

Special academic programs are particularly vulnerable this year as governors and legislators comb state budgets searching for programs that can be eliminated or scaled back.

The initial reason for establishing the programs—known in many states as "centers of excellence"—was to stimulate economic development. But legislators also approved financing for centers in the humanities and for programs to address issues such as the quality of teaching in public schools and undergraduate classrooms.

As the recession hampered the ability of states to provide basic operating funds for higher education, lawmakers shifted their focus from creating special programs for higher education to evaluating and eliminating them. That shift in political priorities is forcing higher-education officials to develop strategies to forestall state cuts and to obtain grants from the federal government and foundations if the special programs are to continue.

Says Martin J. Finkelstein, director of the New Jersey Institute for Collegiate Teaching and Learning: "One of the difficulties a program like ours faces is that we could fall through the cracks. We're small in the context of the \$16-billion state budget."

No Extra Money

Seton Hall University was awarded \$375,000 in 1989 by the New Jersey Department of Higher Education to establish the institute, which provides colleges with the latest research on how to improve undergraduate instruction.

Since then, the state has provided no money for the institute. The New Jersey Department of Higher Education provided some financing by reallocating money that was not needed by other state-supported programs. But this year it seems unlikely that there will be any extra money to reallocate.

Says Martin S. Friedman, director of the Office of Special and Interagency Programs for the New Jersey Department of Higher Education: "State support for the program at this point in time is seriously in jeopardy."

As state support has become less secure, Mr. Friedman says, officials at the institute "have had to spend a lot of their time trying to raise money."

"They've actually cut back in their programs for faculty so they could spend time raising money so they can work with faculty," he adds.

Furthermore, the institute is now charging a fee for workshops and seminars. Mr. Finkelstein says: "Our mission has been to serve as a resource. We still serve that role. But what we



Martin J. Finkelstein: "One of the difficulties a program like ours faces is that we could fall through the cracks."

have done is to take a slightly different angle. We've become more focused and more strategic. We've had to ask ourselves, 'What are the services most needed by the colleges in New Jersey?'

Similarly, efforts to enhance academic programs by establishing endowed chairs, providing additional money for recruiting or retaining key faculty members, and developing research centers have been scaled back or eliminated in several other states, including Alabama, Connecticut, and Ohio.

Even in states such as Virginia, where higher-education officials expected to lose public financing for their centers, the size of the cuts and the short timetable for eliminating state financing has been a concern.

Gordon K. Davies, director of the State Council of Higher Education, Virginia's higher-education coordinating board, urged legislators to establish research centers in 1988.

In the final plan, the state agreed to finance the centers for five years. Then they were supposed to become self-sustaining. He explains: "We wanted to create an incentive for them to be aggressive in seeking outside money."

'Devastating' Decision

Higher-education officials were not prepared when Gov. L. Douglas Wilder declared that it was time for the centers to be weaned from state support and become self-sustaining.

The centers receive most of their financing from the state. Under the Governor's budget proposal, financing for the centers would be reduced by 30 per

cent each year, beginning in fiscal year 1994.

Robert F. McNerny, director of the Commonwealth Center for the Education of Teachers at the University of Virginia, says his program's budget has been reduced by 9.2 per cent since its inception in 1988. Although the center has generated some external support, the Governor's proposal is "a devastating cut." A 30-per-cent reduction means that the program would lose two of its eight positions. Mr. McNerny says: "It cuts away at the core of the program."

Melvyn D. Schiavelli, provost of the College of William and Mary, says recent budget cuts have forced his institution to reduce activities at its Commonwealth Center for the Study of American Culture.

"We've had to cut back on senior visiting fellows. There's a publication program that goes along with the commonwealth center, and that has slowed down considerably," he says.

Support for Basic Programs

John T. Casteen, III, president of the University of Virginia, says "the best course over the long haul" will be for higher-education to concentrate on improving state support of basic programs and to concentrate on obtaining federal and private grants to support special efforts, particularly in science and technology.

Mr. Casteen says that university officials who manage the special programs should "treat the state money like soft money, because in difficult economic times, the special initiatives go first."

Debate began in the Senate last week on a bill to reauthorize the Higher Education Act, after sponsors of the legislation agreed to drop a provision that would have guaranteed Pell Grants to all who qualified.

Rep. Claiborne Pell, Democrat of Rhode Island and chief sponsor of the bill, cut the provision in an effort to attract enough votes to pass the bill. The measure had been popular with college officials because it would have made Pell Grants an "entitlement" in fiscal 1997.

That designation would have ended the annual uncertainty over the size of grants by requiring Congress to provide full financing for the program. Opponents argued that the provision would be irresponsible at a time of massive budget deficits.

Senator Pell also agreed to other amendments that would create programs to help historically black colleges improve their facilities and help all institutions pay for telecommunications equipment.

Several other amendments were to be considered during the Senate debate.

Separate legislation to reauthorize higher-education programs is pending in the House of Representatives.

—THOMAS J. DELLOUGHRY

Members of a House of Representatives spending panel last week criticized the Education Department for proposing cuts in student aid and for raising questions about the legality of race-based scholarships.

Rep. Neal Smith, Democrat of Iowa, asked Secretary Lamar Alexander at a hearing to justify his request to eliminate the \$141-million federal contribution to the Perkins Student Loan program. Mr. Alexander said that the funds would be shifted to pay for larger Pell Grants and that the loan program would continue to be fi-

WASHINGTON UPDATE

- Pell 'entitlement' out as Senate begins higher-education debate
- Administration criticized in Congress for seeking student-aid cut
- High-performance computing gets priority in NSF plan for 1992
- Wisconsin professor to head U.S. agency's social-science office
- Humanities chief denies lack of commitment to challenge grants
- House gets proposal to spend \$275-million on college facilities

nanced with money repaid by borrowers.

"I thought the last Administration and this Administration were conservative banker types," Mr. Smith said. "It seems to be the opposite." he added. "You're big on giving the money away."

Mr. Smith charged that the federal contribution was needed to make up for reductions in the loan fund caused by defaults and the cost of loan subsidies. "If you lose your seed corn, you'll never get another crop," he said.

Rep. Louis Stokes, an Ohio Democrat, told Mr. Alexander that the questions the Education Department raised about minority scholarships and the firing of Robert K. Goodwin, the former director of a black-college initiative, cast doubt on the Administration's commitment to educating minority students. "There has to be a sense of urgency or crisis about our trying to educate these minorities," he said.

Secretary Alexander said the review of race-based scholarships was intended to provide college officials with answers to questions that they had raised about the legality of such grants. He suggested that Mr. Stokes speak with Carolyn Reid-Wallace, Assistant Secretary for postsecondary education, for an explanation of why Mr. Goodwin had been fired.

—T.J.D.

The National Science Foundation has finished its operating plan for fiscal 1992, which

will provide about \$1.34-billion for individual researchers, an increase of about 9.5 per cent.

The appropriations law for the agency left it to the foundation to work out the details of how much money should go to individual research areas and some education programs.

This year the agency has decided to provide the following increases for its research offices: more than 11 per cent for computer and information science and engineering, more than 10 per cent for the mathematical and physical sciences, nearly 10 per cent for geosciences, nearly 9 per cent for engineering, more than 8 per cent for the social, behavioral, and economic sciences, and about 7 per cent for the biological sciences.

Walter E. Massey, the foundation's director, in a letter to Congress, said he had chosen to place special emphasis in some areas, such as high-performance computing and communications, global change, and the creation of new materials.

The agency has also decided to have its education office manage its program to help states that receive a relatively small share of federal research money build their capacity to compete for such support. —COLLEEN CORDES

Cora Bagley Marrett, a professor of sociology and Afro-American studies at the University of Wisconsin at Madison,

has been named the first assistant director for the social, behavioral, and economic sciences at the NSF.

The agency created a major new office for those sciences in October. Before that, they were under an office that included the biological sciences, which accounted for the bulk of that office's budget.

Social scientists' immediate reaction to the news of Ms. Marrett's selection was enthusiastic. In a statement, Howard J. Silver, executive director of the Consortium of Social Science Associations, praised her selection as "a wise choice."

Ms. Marrett chaired the board of the Social Science Research Council in 1991. She was a member of the Board of Governors for Argonne National Laboratory from 1983 to 1990. For most of that time, Walter E. Massey, the NSF's director, was vice-president for research and for Argonne at the University of Chicago.

—C.C.

The chairman of the National Endowment for the Humanities, Lynne V. Cheney, told members of her advisory council recently that reports that the NEH is not committed to its Challenge Grant Program are "misinformation."

The program provides general support, which must be matched by private gifts, for universities and scholarly groups. For fiscal 1992, the program has a budget of

\$12.4 million, an 18-per-cent decrease from fiscal 1991. As a result of the cuts, the NEH awarded 27 Challenge Grants this year, 10 fewer than the year before.

Some humanities scholars blame the budget cuts on staff changes made last summer at the endowment, which moved all three of the program offices of the Challenge Grants Office to other divisions of the endowment. The reorganization, they said, sent a signal to Congress that the program was held in disfavor at the endowment and therefore could be reduced.

"Somehow the impression was left that we loved the Challenge Grants less," Mrs. Cheney said. "That's not true. It was Congress and not the Administration that made the cuts to the program."

Mrs. Cheney said she had protested the cuts to Rep. Sidney R. Yates, Democrat from Illinois and the chairman of the House appropriations subcommittee with jurisdiction over the endowment. She said she had told him that Congress was using the Challenge Grant Program as a "cash cow."

—STEPHEN BUD

A powerful member of Congress has introduced a bill that would provide as much as \$275-million to build and renovate classroom and research facilities at colleges and universities. That provision is part of a much larger emergency measure aimed at relieving the economic recession.

Rep. Jamie L. Whitten, the Mississippi Democrat who chairs the House Appropriations Committee, introduced the proposal, which specifies that the money for facilities be awarded on a competitive basis.

The bill originally called for \$200-million for that purpose. But an aide to the committee said that leaders of the panel had instructed the staff to draft amendments raising that amount to \$275-million. The total cost of the bill would be \$15.5-billion. —C.C.

Tough IRS Stance on Scholarships Feared by Colleges

Continued From Page A1

nationwide program of checking on the compliance of colleges and students with tax laws. As a first step of a major compliance program, however, the IRS sometimes checks on the compliance of a selected group of taxpayers, she said.

Purpose Not Formally Stated

She added that IRS officials believed students might not understand their tax obligations. "What a lot of students may not know is that when they receive a scholarship, the amount for room and board is taxable," Ms. Ellis said.

Marianna C. Pierce, a lawyer for Harvard, said the IRS had never formally told the university the purpose of the investigation. But she said that, based on informal discussions with federal officials, it appeared that the IRS wanted to make sure that students had paid appropriate taxes and that the university had reported to the IRS the non-scholarship income it had provided to students.

Ms. Pierce said that the university was confident that it had met its legal requirements, but that it could not be sure that students were meeting their tax obligations. In most cases, scholarships are tax-free if they are provided to pay for tuition, fees, books, and equipment required for classes.

Other scholarships are taxable, but, in many cases, students who receive them may still have total incomes that are so low that little or no money is owed to the government. Students may be more likely to owe money if they receive scholarships from institutions that pro-

vide aid based on merit, not financial need, since in those cases, relatively wealthy students may receive large grants.

Sheldon E. Steinbach, general counsel for the American Council on Education, said he suspected that many students did not understand their tax obligations. The inquiry at Harvard, he said, indicates that the IRS is likely to try to determine how many students aren't paying the money they owe.

He said that actions against college students were in keeping with a general push at the IRS to try to capture as much tax money as possible. "As the IRS gets more sophisticated in its computer capacity, it will be watching over all of us on many items," he said.

'Not in Compliance'

College officials said they were particularly worried about tougher IRS enforcement on international students. In most cases, colleges must withhold 14 per cent of the scholarship money awarded to such students and provide the funds to the government. International students are much more likely to owe taxes on all parts of the scholarships they receive because they are not eligible for the standard deduction or most of the additional income-tax breaks available to American citizens.

Bertrand M. Harding, Jr., a Washington lawyer who advises academic groups about laws affecting international students, said he believed many colleges "are not in compliance" with tax laws because they treat scholarships provided to American and foreign students in the same way.

Added Mr. Harding: "If this is the precursor of additional enforcement activities by the IRS, colleges need to get their reporting procedures in shape and in conformance with the law."

Loss of Federal Equipment Grants Upsets Scientists

Continued From Page A23

versities, but it is often done on a smaller scale."

The dispute over federal instrumentation grants is the first of many that are likely to erupt over the way the NIH divides its shrinking supply of money to support the research infrastructure.

Two other programs that saw sharply reduced budgets this year

are the Biomedical Research Support Grant Program and the Shared Instrumentation Grant Program.

The latter program provides large pieces of research equipment for use by three or more NIH grant recipients.

Both will soon be scaled back significantly, says Robert A. Whitney, director of the National Center for Research Resources.

While the Biomedical Research Support Grant Program received \$45-million in 1990 and \$22-million in 1991, it was allotted only \$5.2-million for fiscal 1992. As a result, the number of institutions that are eligible for the grant will be reduced to 106 from 640.

There will be a competitive application among last year's pool of grantees to determine the 106 institutions that will receive the grants this year, and "these institutions will be divided between the lower third, middle third, and upper third of the NIH grant recipients" from last year, Mr. Whitney says.

The Shared Instrumentation Grant Program was reduced by 73



Chapel Hill's Garland Hershey: The loss of the instrumentation grants will have a "significant negative effect" on research.

"A small amount of money for the acquisition of small instrumentation has a greater impact on a small research institution than on a larger one."

per cent in this year's budget. While the NIH was able to make more than 30 shared-instrument grants last year, it will award only eight this year.

Higher-education lobbyists are worried about the cumulative effect of the cuts to all of the programs. Says David B. Moore, assistant director of governmental relations at the Association of American Medical Colleges: "The NIH is forced to cut off three programs that institutions have found essential to conducting scientific inquiry. It is obviously not a healthy situation for the research enterprise."

Status of Federal Legislation

As of 6 p.m. February 20, 1992. Bold type indicates changes since November 7, 1991.

LEGISLATION	MAJOR PROVISIONS	STATUS
Copyright S 1035	SENATE BILL: Would change federal copyright law to make it easier for scholars to quote from unpublished documents.	SENATE: Passed September 27, 1991 S Rep 102-141
Job training HR 3033	HOUSE BILL: Would alter the Job Training Partnership Act by providing more money for education and job training for people who are the most disadvantaged. Would link job-training programs supported under the act to state and federal efforts to reform the welfare system.	HOUSE: Passed October 9, 1991 H Rep 102-240
National Institutes of Health HR 2807	BOTH BILLS: Would reauthorize the National Institutes of Health. Would be imposed by the Administration on federal support for research involving the transplantation of fetal tissue. Would authorize additional spending on health problems affecting women. Would codify a requirement that clinical trials using NIH funds include women as subjects unless researchers can present compelling scientific reasons for excluding them.	HOUSE: Passed July 25, 1991 H Rep 102-136 SENATE: Approved by committee February 5, 1992
National Science Foundation HR 2282	HOUSE BILL: Would place new limits on the money universities could receive for the overhead costs associated with federal research.	HOUSE: Passed July 11, 1991 H Rep 102-131
Research facilities S 844	SENATE BILL: Would make it a federal crime to vandalize facilities used for research on animals or to remove animals from such facilities.	SENATE: Passed October 16, 1991 S Rep 102-141
Student aid HR 3583, S 1150	HOUSE BILL: Would reauthorize the Higher Education Act for five years. Would replace Stafford Student Loans, which are provided by banks and subsidized by the government, with a direct-loan program in which students would borrow government funds from colleges. Would establish new maximum size for Pell Grants. In 1994-95, of \$2,750 plus one quarter of tuition up to \$4,750. Would exclude the equity a family owns in a home, farm, or business from calculations of wealth used to determine aid eligibility.	HOUSE: Approved by committee October 23, 1991 SENATE: On Senate floor February 20, 1992 S Rep 102-204
	SENATE BILL: Would reauthorize the Higher Education Act for seven years. Would maintain Stafford Student Loans, with loan limits of \$3,500 a year for graduate students, \$5,500 for other undergraduates, and \$6,500 for graduate students. Would establish a new maximum size for Pell Grants, of \$2,300 plus one quarter of tuition up to \$4,300 in 1993-94. In 1994-95, would increase the equity a family owns in a home, farm, or business from calculations of wealth used to determine aid eligibility.	

WASHINGTON ALMANAC

New Bills in Congress

Copies of bills may be obtained from Representatives (Washington 20515) or Senators (Washington 20510).

HOUSE OF REPRESENTATIVES

Transportation research. HR 4136 would authorize federal funds for research and design of rail cars for rapid-transit systems. By Representative Dixon (D-Cal.) and eight others.

Veterans' benefits. HR 4150 would limit entitlement to certain vocational-rehabilitation benefits to veterans with service-connected disabilities. By Representative Michel (R-Ill.) and seven others.

SENATE

Construction projects. S 2158 would require the Office of Management and Budget to monitor all federally financed construction projects and to report any that are behind schedule. By Senator Graham (D-Pa.).

Tax credits. S 2159 would re-introduce the option, phased out in 1986, of taking an income-tax deduction or a tax credit for interest paid on loans for higher education. By Senators Boren (D-Okla.) and Grassley (R-Iowa).

Congressional Hearings

Since changes frequently occur with little advance notice, it is advisable to check with committees on or near the hearing dates.

HOUSE OF REPRESENTATIVES

Space research. February 25-27. Hearings on reauthorization of the National Aeronautics and Space Administration, with a focus on the space station and space-science programs. Contact: House Science, Space, and Technology Subcommittee on Space; (202) 225-7838.

Technical education. February 26. Drafting session for the proposed National-

al Community College Technical Act, which would authorize financing through the National Science Foundation for technology education at community colleges. Contact: House Science, Space, and Technology Subcommittee on Science; (202) 225-1060.

Technology transfer. February 26. Hearing on the Small Business Innovation and Research Program. Contact: House Science, Space, and Technology Subcommittee on Technology and Competitiveness; (202) 225-8128.

SENATE

Space research. February 26. Hearings on the National Aeronautics and Space Administration's earth-observing system. Contact: Senate Commerce, Science, and Transportation Subcommittee on Science, Technology, and Space; (202) 224-9360.

Space research. April 9. Hearing on the proposed budget for the National Aeronautics and Space Administration. Contact: Senate Appropriations Subcommittee on Veterans' Affairs, Housing and Urban Development, and Independent Agencies; (202) 224-7231.

Washington People

Carol Annans, a professor in the Gallatin Division of New York University, has been appointed by President Bush to the Board of Trustees of the Woodrow Wilson International Center for Scholars.

Cora Bagley Marrett, a professor of sociology at the University of Wisconsin at Madison, has been appointed by National Science Foundation Director Walter E. Massey to be assistant director of the NSF for the social, behavioral, and economic sciences.

Gerald Riso, former associate director of the White House Office of Management and Budget, has been appointed by Carolyn Reid-Wallace, Assistant Secretary of Education for postsecondary education, to be Deputy Assistant Secretary for student financial assistance.

Future of American Weapons Laboratories Stirs Big Policy Debate

Continued From Page A23

proposal to a laboratory focusing on developing critical technologies of importance to U.S. industry.

Sandia, meanwhile, would retain its role as the main laboratory for engineering the non-nuclear components of nuclear-weapons systems. Mr. Brown said. It also would assume a primary role in developing new technologies for arms verification and serve as "a center of excellence" for transferring technology to U.S. industry.

Last week, Secretary Watkins disagreed with the Congressman's proposals. Replying to Mr. Brown's letter, he argued that he had directed his agency to begin "planning for a smaller and modernized weapons complex," but that concentrating nuclear-weapons research at one laboratory would eliminate the valuable competition that now exists between them. Instead, Mr. Watkins said, he planned to follow a more rati-

onical approach proposed by a Department of Energy panel that completed a study this month of how the agency should refocus the missions of its 17 national laboratories.

The panel recommended that the department develop a plan for reshaping the national laboratories before it proceeded with any specific actions. That proposal amounted simply to deferring the decision and "dodged" the panel's central task, Mr. Brown complained.

'Insufficient and Shortsighted'

"Although this may have seemed like a reasonable proposition a year or two ago, when there existed considerable uncertainty about the future direction of U.S.-Soviet relations, such a view today is insufficient and shortsighted," Mr. Brown said in his letter.

The Energy Department panel did make some specific recommen-

dations. It argued that the weapons laboratories needed to "aggressively change the objectives and goals of their work" because of the changing nature of the nuclear threat.

The panel said the laboratories should also expand research programs designed "to detect and discourage nuclear proliferation," improve the verification of arms-control agreements, and develop new "strategies which can blunt the threat of rogue nations who succeed in acquiring nuclear capability."

Edward A. Frieman, director of the University of California's Scripps Institution of Oceanography and chairman of the panel, said that members of the committee had struggled with the issue of what to do with the weapons laboratories and conceded that the rapid pace of world events argued against making quick, dramatic changes in their missions. "It's quite clear

that the world is changing rapidly, so that a proposal such as George Brown's could end up being terribly counterproductive," he said. "It could be that the program that you recommend and set into motion now will be the wrong one."

More Civilian Research

The nuclear laboratories, in fact, have been moving away from a dependence on weapons work by increasing the proportion of civilian research they conduct.

Tommy Ambrose, interim special assistant for laboratory affairs at the University of California, said the Los Alamos and Livermore laboratories, which now devote about half of their programs to civilian research, have been moving to broaden that role over the past decade, as the result of declines in financing for nuclear-weapons research and efforts to conduct more research that would help to improve the competitiveness of U.S. technology.

"There was a time when both nuclear labs were primarily weap-

ons laboratories," he said. "But they still are the nation's nuclear laboratories."

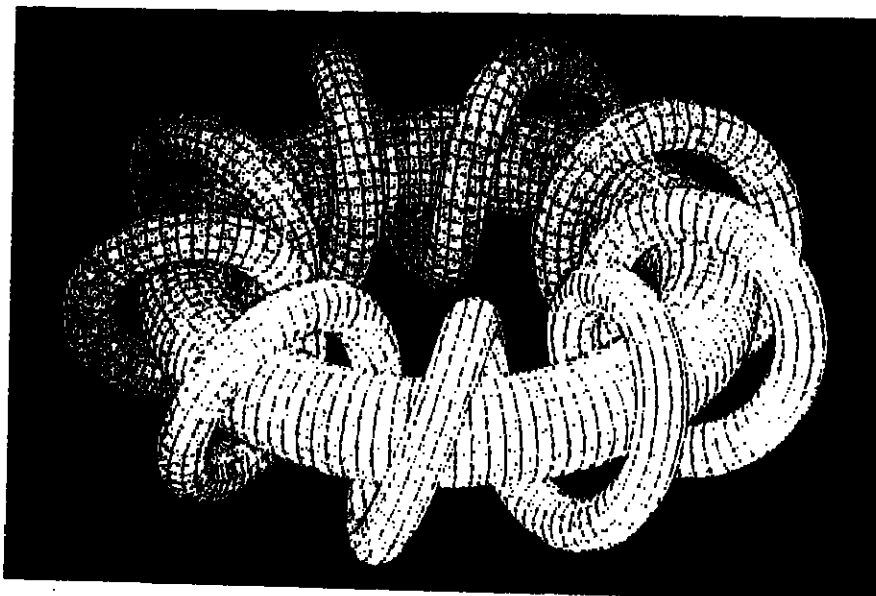
Al Narath, president of Sandia National Laboratories, said the even though the end of the cold war had substantially diminished the nuclear-weapons threat to the United States, efforts to streamline the nuclear-weapons production complex and make it more cost effective would require the weapons laboratories to maintain their expertise.

"As long as any weapons remain in the U.S. nuclear arsenal, there has to be some competence out in the field," he said. "It's inconceivable that we can maintain the nuclear stockpile and not have people who are technically trained who understand the details of that technology."

"We all recognize that the level of support for the nuclear-weapons program within the Department of Energy will undoubtedly decline in years to come," he said. "The only issue is what the rate of that decline will be."

Information Technology

500 Sophisticated Workstations Help Freshmen Grasp the Intricacies of Calculus



Computer programs can generate images of complex equations, such as this three-dimensional representation of a spiral tube around a torus.



This computerized plot of a vibrating drum illustrates how software can help students visualize activity or motion they normally cannot see.

U. of Minnesota's Regents Approve Contract With Affiliated Supercomputing Center

MINNEAPOLIS The Board of Regents of the University of Minnesota has approved a \$32-million contract with the Minnesota Supercomputing Center, a quasi-public entity owned in part by the university. The agreement is the latest development in a long-running conflict over university spending on the center.

Under the contract, the university guarantees that it will purchase \$8-million worth of time on the center's supercomputers annually for the next four years.

Approval of the agreement was unanimous. It met with strong resistance from some people at the university, who argued that the institution, which has been forced to make budget cuts, was spending too much money on supercomputer time.

Stephen E. Collins, a senior analyst and programmer with the university's computer and information services and the leader of the opposition, said the center had oper-

ated in total secrecy. He said it had maintained that the university paid low fees for computing time because the center's operations were largely supported by corporations. The center has refused to release figures to prove that assertion, he said.

Instead, Mr. Collins argued, the university may be subsidizing corporate use of the supercomputers, allowing the center to attract more business users with lower rates. "They're asking us to take all this on faith," he said.

Prices Called Trade Secrets

Representatives of the supercomputing center argued that specific prices were trade secrets, and that if any data were made public, the corporations would use them to obtain better rates, possibly forcing the university to pay higher rates in the future.

The university already spends about \$8-

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Rensselaer strives to reduce manual number crunching

By DAVID L. WILSON

TROY, N.Y.

Many mathematics professors are baseball fans. It is not necessarily the game they like, however. It's the ball.

Because undergraduates studying calculus tend to get bogged down in crunching numbers and often miss the significance of calculus's complex equations, mathematics professors often ask students to plot the path of a baseball as a way of teaching students a rather esoteric subject. Using complex mathematical analyses, students study the way a baseball curves, stalls, or floats through the air after it is thrown.

But even a real-life application is not enough to capture the interest of most students, say critics of traditional methods of teaching calculus. To address the problem, Rensselaer Polytechnic Institute has installed 500 sophisticated computers around its campus and is requiring all of its more than 1,000 freshmen to take their required calculus courses with the aid of the machines.

Unusual Size and Scope

Many institutions are using computers in some calculus classes to perform the mind-numbing algebraic calculations that detract from making calculus understandable. A few institutions even require all students studying introductory calculus to do so with computer assistance in a laboratory.

Rensselaer's program is unusual because of its size, scope, and expense. Computers have been installed in dormitories, classrooms, and laboratories. The institution raised \$3-million to acquire and maintain the necessary hardware, and its requirement that all incoming freshmen take the calculus courses means that, eventually, every student who spends an academic career at Rensselaer will go through the program.

Rensselaer is using "Maple," one of several programs on the market that can perform symbolic calculation and numerical computation while offering users the ability to quickly plot graphs of equations on a computer screen.

Results in Seconds

"Maple" can be tapped through any of the 500 workstations, which look like typical desktop computers but are much faster and more powerful. All of the workstations—there are two types, made by IBM and by Sun Microsystems—are connected to the campus computer network.

During lectures, professors can call up "Maple" on a workstation in the classroom and, in seconds, use the program to illustrate a point. The computer lets professors show students precisely how to solve a particular equation—something that's not always possible at a blackboard within the allotted class time.

The results of an equation are displayed

on the workstation's screen and are relayed to a device, connected to the computer, that uses liquid crystals to duplicate what's on the computer screen. The special display unit is placed on an overhead projector, which splashes a blown-up version of the computer image on a large screen that everyone in the class can see.

In addition to lectures two or three times a week, students at Rensselaer must attend weekly laboratory sessions that last from 60 to 90 minutes.

The Rensselaer campus has six laboratories, with 30 machines each. Two laboratories are in the campus computing center, which is housed in what was once a church and where students type away beneath stained-glass windows.

Students use their time in the laboratories, where each one usually gets a workstation, to work through assignments and ask questions of professors and teaching assistants. In addition to the weekly laboratory assignments, which need not be completed during the assigned laboratory time, students must complete standard assignments with paper and pencil.

'Paper-and-Pencil Work'

The point of the program, says William E. Boyce, a mathematics professor, is to free students from the meaningless manipulations that have come to dominate the traditional calculus class. "At its best, the computer allows you to consider more realistic problems," he says.

Says Joseph G. Ecker, a mathematics professor and head of the department: "The point here is not being able to grind out all these expressions yourself. It's to have enough knowledge about the problem to be able to tell the computer what you want it to do. In the past, students lost the forest for the trees."

Both Mr. Boyce and Mr. Ecker acknowledge that a heavy reliance on computers might lead to a lack of understanding of how the algebraic manipulation is actually done. "That's why we insist on a great deal of paper-and-pencil work," says Mr. Boyce.

Mr. Ecker says students must also pay attention because "Maple," like its competitors, sometimes makes mistakes. "The other day we did a problem, and 'Maple' gave a response that was simply incorrect, a negative number when it should have been positive," says Mr. Ecker. "It was a bug in the program." Such bugs are reported to the software company, which repairs the software.

"You have to have examples like that, because if the students believe everything that comes out of this machine, they'll start believing some things that are wrong," he says. "It's an important lesson to learn: Computers make mistakes."

For decades, Mr. Ecker says, college mathematics departments used calculus to weed out people. "It kept some very talented students from entering science and engineering, because the concepts of calculus—the reason you needed to know this stuff—didn't get into the students' heads," he says.

Rensselaer has been testing the use of computers in some calculus classes since 1988. After those tests yielded largely positive results, the institute decided, starting in 1991, to require all freshmen to take two semesters of calculus with the aid of a com-

Continued on Page A31



Joseph G. Ecker, head of the mathematics department at Rensselaer Polytechnic Institute, says students using sophisticated software to study calculus need to learn that "computers make mistakes."

Kenneth M. King, the president of EDUCOM, said last week that he would leave his post by the end of the year. By then, he said, he will have fulfilled his original commitment to the Board of Trustees to lead the organization for five years.

EDUCOM, a consortium of higher-education institutions and corporations involved with information technology, is developing a new long-term strategic plan, and Mr. King said it should have a new president to carry it out. Some members have been critical of the organization's leadership in recent years.

Mr. King said he was considering several possibilities for life after EDUCOM. Among them is a return to academe: He was vice-president for information technology at Cornell University before he joined the consortium.

"I've been in computing for 40 years," he said. "One possibility is to retire."

Education researchers at Michigan State University are developing a videotape to give schoolteachers new ideas for presenting mathematics in their classrooms.

The 25-minute presentation, which is being taped in several Michigan schools, will show experienced teachers making presentations, conducting experiments, and explaining mathematics to students.

Steve Kirsner, who is directing the video project, says teachers need to see concrete examples of different instructional strategies if they are to break away from traditional techniques. When they only read about strategies, teachers tend to continue doing what they have always done, he says.

The tape is being produced by Michigan State's National Center for Research on Teacher Learning.

For academics who want to explore the Internet, an undergraduate at Widener University has produced an electronic how-to book called "Zen and the Art of the Internet: A Beginner's Guide."

The book, by Brendan P. Kehoe, a computer-science major, introduces users to domain names, electronic mail, file-transfer protocol—called FTP—and other peculiarities of electronic networks.

While he wrote the book "for incoming freshmen who have no idea what is out there," says Mr. Kehoe, the information should be useful to any network novice. He says the book took about a year to complete.

The book is available in electronic form using a network procedure called "anonymous FTP." For more information, contact Brendan P. Kehoe, Department of Computer Science, Widener University, Chester, Pa. 19013; (215) 499-4528; BRENDAN@CS.WIDENER.EDU.

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Widespread Collaboration With Computer Centers Is Seen as Essential to the Library of the Future

MOUNTAIN VIEW, CAL. In the library of the future, faculty members and students will have access to all information from a "universal workstation" hooked up to an electronic network, says a new report released here by the Research Libraries Group.

According to the report, "Preferred Futures for Libraries," creating the all-purpose workstation will require collaboration among librarians, faculty members, and computer-center staff members—groups that have not traditionally worked together.

"The concept of the virtual library—a library that provides access to electronic and print materi-

als from many sources, both local and remote—has achieved a widespread popularity," says the report. "As the academic community grows in dependence upon electronic publications and electronic bibliographic access, the interests and areas of expertise of the faculty, computing center, and research library become increasingly intertwined."

Challenging the Traditional

The report was written by Richard M. Dougherty, a professor of library science at the University of Michigan's School of Information and Library Studies, and Carol Hughes, a lecturer there.

Information technology has challenged the traditional, independent roles of libraries and computer centers on campuses, the authors say. "The library and the computing center, with different organizational histories, different staff expertise, and different funding structures, now find themselves charged with providing information support that neither can give well without the other."

The report summarizes the conclusions of 60 chief academic officers and library directors from 41 research universities who took part in a series of day-long workshops last year.

The workshops, which were or-

ganized by Mr. Dougherty and Ms. Hughes, were held to develop a consensus on the research library of the future and to discuss ways to overcome obstacles to creation of such a facility. The sessions were sponsored by the Research Libraries Group with support from the Andrew W. Mellon Foundation.

'Still No Consensus'

Although they share a common vision, says the report, academics agree that any move from "the physical library to the logical library" will encounter difficult problems.

"Faculty attitudes will have a major impact on determining the nature and scope of future information environments in higher education," says the report. Although many professors are already benefiting from electronic access to information, "there is still no consensus among most faculty as to what is an acceptable rate of change—or even that there is any need for change," the report says.

"When push comes to shove, faculty members want materials available on campus. They don't want to be dependent on other distant libraries for needed materials."

Creating an electronic library will be expensive, the report adds. "There is probably not enough money available from a simple reallocation process in any campus library to fund a major shift in operations. Libraries have been experiencing lean years for some time now and must have no significant reserves left."

The 20-page report is available free from Distribution Services Center, Research Libraries Group, 1200 Villa Street, Mountain View, Cal. 94041-1100; (415) 962-9951; BIT.DISC@RIOL.BITNET.

—BEVERLY T. WATKINS

Information Technology

500 Sophisticated Workstations Keep Freshmen Tuned In to Calculus

Continued From Page A29

Mr. Ecker says he believes, based on previous data, that the failure rate for calculus will go down with the use of computers. Currently, about 5 per cent of RPI's students fail calculus.

The failure rate should drop, he says, despite the fact that exam questions are harder now. "I can ask my freshmen exam questions now that they can actually do, that students who didn't go through this process and are sitting in an advanced calculus course would say, 'Gee, how do I approach that problem?'" says Mr. Ecker.

The students themselves, many of whom were exposed to calculus in high school, say they believe that using "Maple" has helped them learn calculus, but there are some complaints.

Some say that learning how to use "Maple" has simply made calculus harder. Cathy R. Leliman, who took calculus in high school, says she found her first semester with "Maple" frustrating because it was something new she had to

"When I went to school, we learned how to take square roots by hand. We don't teach that anymore because we don't need to."

learn in order to do the same things she already knew how to do with a pencil and paper. "Maple" was really more of a nuisance than a help," she says.

Because the "Maple" program resides in a central campus computer and each workstation must "ask" the mainframe computer to use it, the institution has had problems when a large number of students try to use the program simultaneously—say, the night before a laboratory assignment is due. When the system was overloaded, it would just shut down.

That problem was more frequent, however, when the system was first installed. "I think they've gotten most of the bugs out of it," says Michael Savage, a student.

'A Little Unfocused'

Also, some say the professors are still experimenting with the best way to use "Maple." "Some of the labs last semester were a little unfocused," says Andy Steingruebl, another student.

In general, however, students say the program made learning calculus easier. "Maple" can show you graphs you ordinarily wouldn't see because they're too difficult to plot," says Jonathan K. Cho. And, he says, he cannot tell "Maple" what to do unless he has a clear idea of how to do the problem himself. "The work just isn't as tedious on 'Maple,'" he says.

But many have expressed concern that using "Maple" could conceal weaknesses. "I worry that I'm not learning the number crunching," says Mr. Savage. Mr. Steingruebl says he avoids using "Maple" unless he has to. "I get a

certain satisfaction out of doing the math by hand," he says, "but I guess that once you get a real job, you won't be doing this stuff by hand."

Mr. Boyce says that is precisely the point. "The fact is that within the next five years, students will be able to do these calculations on something like a portable calculator," he says, "and some of these students are computer phobic. They need to understand how things are going to work in the real world."

That is why Rensselaer decided to invest in the workstations, Mr. Ecker says, rather than in less sophisticated—and less expensive—

computers. "We know that, as scientists and engineers, when they get out there, this is what they're going to be using," he says. Rensselaer purchased the machines with a \$500,000 grant from the Kresge Foundation and matching funds from friends and alumni. An additional \$2-million was raised and added to the endowment to maintain the equipment.

'Not a Gimmick'

Even if an institution does not have that kind of money, Mr. Ecker says, computers can still aid in the teaching of calculus. "Our goal is to develop this kind of approach to calculus here—the peda-

gogy, the labs, and so on," he says, "so that even if you were at a school that didn't have all the equipment, you could at least do some of this sort of stuff." He says "Maple" and other calculus programs would work with less sophisticated computers, but it would take longer to solve problems, or the problems might have to be less complicated.

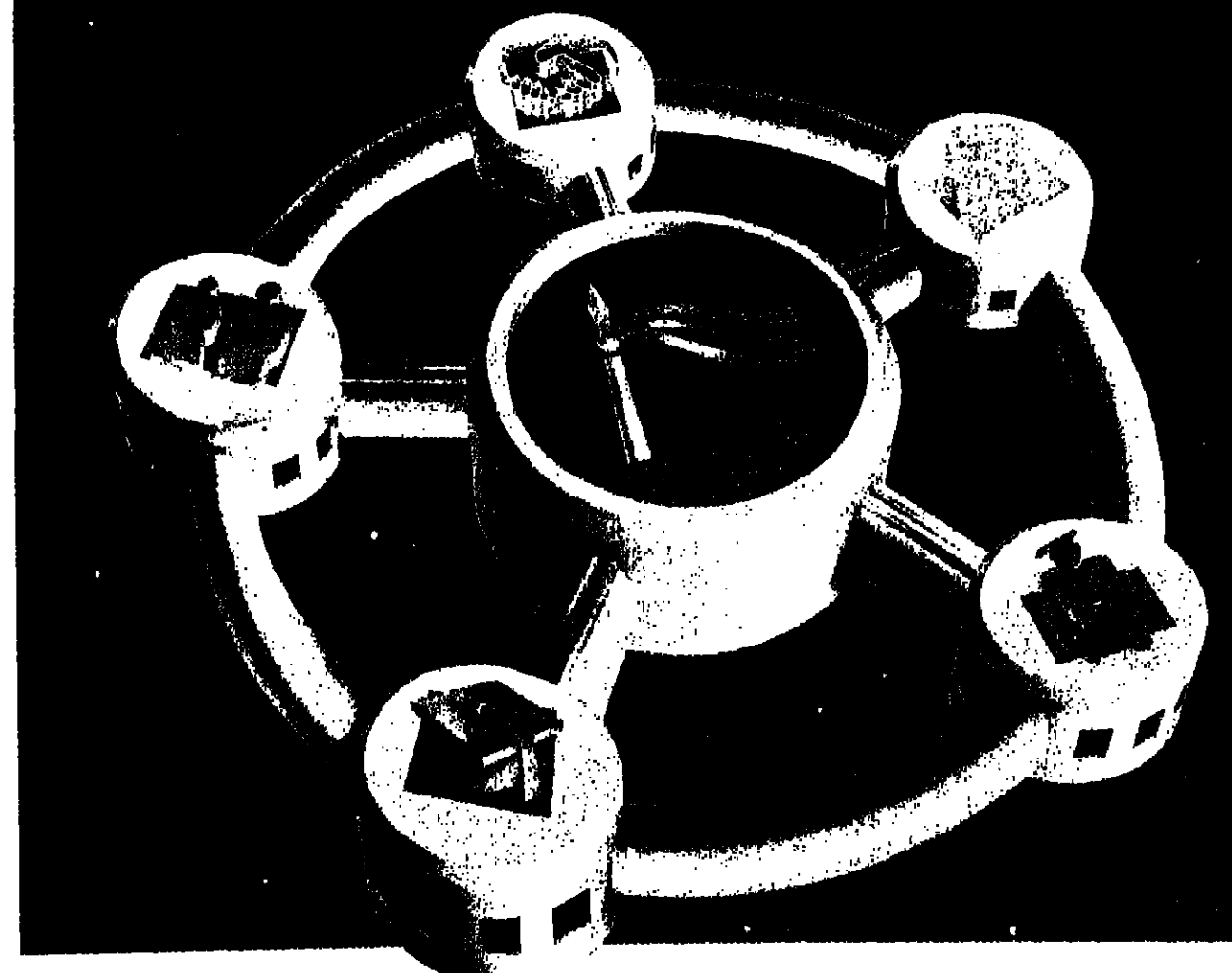
Mark H. Holmes, a professor of mathematics at Rensselaer, was one faculty member who at first opposed the use of computers to teach calculus. "I had several concerns," he says, including a fear that students would have to spend so much time learning how to use

the computer properly that they would not have enough time to learn calculus.

Mr. Holmes says he changed his mind after seeing students use the computer. "This is not a gimmick. This is a very effective tool," he says.

Mr. Ecker says that refusing to use computers to teach calculus is a rejection of reality. "When I went to school, we learned how to take square roots by hand. We don't teach that anymore because we don't need to," he says. That does not mean that students who hit the "Square Root" button on a calculator have any poorer grasp of calculus than he does, says Mr. Ecker. "We think that in the long run, calculus courses must change or be viewed as irrelevant." ■

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TEACHING WITH TECHNOLOGY

■ Psychology students simulate roles as school psychologists

■ Nursing students use interactive emergency-medicine system

Students at Rochester Institute of Technology who are studying to become school psychologists can observe, test, and evaluate children without ever meeting them face to face.

The "children" are part of the institute's new School Psychologist Simulation program. The computer program allows students to act as psychologists without getting tangled up in legal issues.

"There can be severe legal and ethical problems with taking the student to a real child, and yet you need that kind of feedback," says Morton Isaacs, a professor of psychology who helped develop the program.

"This is somewhere between reading about it in a textbook and putting the student in touch with the child," Mr. Isaacs says.

In a typical exercise, a student reads a case study about the child on the computer. The student might write a memo to the child's teacher, seeking permission to observe him in class. The student could call up notes on the child's behavior during the class observation. The student might decide to visit the child's parents and, during

the visit, might suggest that the child undergo psychological testing. The student would choose the tests, examine the results, and prepare a report on the child.

While the student is working through the program, a "decision tree" is stored in the computer to allow the faculty member to determine whether the decisions that the student made were appropriate and in the proper sequence.

For more information, contact Morton Isaacs, A116 Liberal Arts, Rochester Institute of Technology, P.O. Box 9887, Rochester, N.Y. 14623; (716) 475-2765; MJIGSS@RITVAX.BITNET.

An interactive computer system allows nursing students at Del Mar College to make critical health-care decisions without endangering patients' lives.

The system, which uses a computer with a touch screen and a videodisk, takes students step by step through simulated emergency situations. For instance, students might see an elderly man being wheeled into the emergency room, complaining that he can't breathe.

He shows signs of chronic pulmonary disease. The students must decide what to do. If they say the patient should be taken to the examining room, the computer answers, "Correct."

"These programs allow the student to take control in a safe, learning environment," says Rosie Garcia, chairwoman of registered nursing. "Not only do the programs test the students, but the students also learn from them. The visual images really stick in their minds and reinforce what they've been reading in their texts."

With the pulmonary patient, the students go through the entire care process, from emergency admission, initial stabilization, and crisis management to discharge. A student can touch different parts of a simulated chest on the screen and listen to the lungs, as if through a stethoscope. The students receive a grade when they finish.

For more information, contact Rosie Garcia, Department of Registered Nursing Education, Del Mar College, Baldwin and Ayers Streets, Corpus Christi, Tex. 78404; (512) 886-1320.

—KATHERINE S. MANGAN

NEW COMPUTER SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

COMPUTER PROGRAMS

Administrative systems. "Acquisitions Manager," for IBM PC and compatibles. Lets librarians and others keep track of purchase orders, prices, and budgets, add shipping and handling charges, and include cost of processing; handles books, magazines, and journals, audiovisual materials, and supplies. \$169. Contact: Right On Programs, 735-D New York Avenue, Huntington, N.Y. 11743; (516) 424-7777.

Biology. "BirdLexi," for IBM PC and compatibles. Contains an alphabetical list of every word in the species, genus, family, and order names of the 9,700 birds in James Clements's *Birds of the World*. Includes scientific Latin names, common English names, and names not in either category. \$32.95. Contact: Santa Barbara Software Products Inc., 1400 Dover Road, Santa Barbara, Cal. 93103; (805) 963-8886.

Computer science. "Simple Computer," for Apple Macintosh. Introduction to computers displaying the machine instructions, displaying the manipulation of bit and byte data; \$35; quantity discounts available. Contact: Intellect, Department OAPD, P.O. Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Engineering. "Student Edition of Lotus Engineering," for IBM PC and compatibles. Introduces engineering students to "Lotus 1-2-3"; includes engineering computations and numerical methods, graphs, and data management; includes a student textbook. \$50. Contact: Addison-Wesley Publishing Company, One Jacob Way, Reading, Mass. 01867; (617) 944-3700.

Geology. "HyperPrism," for Apple Macintosh. Requires "HyperCard." Introduces students to duplexes and the related processes of off-scraping and underplating through animation; includes questions and discussion topics to help students make observations; \$29; quantity discounts available. Contact: Intellect, Department OAPD, P.O. Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Physical sciences. "Climate Simulation," for IBM PC and compatibles. Earth model consists of 10-degree-latitude bands running from pole to pole, each with unique radiative and surface properties; lets students manipulate a variety of boundary conditions, such as solar output, atmospheric turbidity, mixed-layer depth, and surface albedo; calculates the appropriate orbital configuration for any date within several million years of the present; \$25 for members; \$75 for others. Contact: Wisc-Ware, Academic Computing Center, University of Wisconsin, 1210 West Dayton Street, Madison, Wis. 53706; (608) 543-3201 or (608) 262-8167.

Optical disk. "Emergency Surgical Procedures," for videodisk players used with IBM PC and compatibles. Requires "InfoWindow." Takes students step by step through procedures for performing emergency cricothyrotomy and thoracotomy; demonstration module lets students see the procedure as a whole or in segments; practice module lets student try a surgical procedure; \$650 for members; \$1,300 for others. Contact: Health Sciences Consortium, 201 Silver Cedar Court, Chapel Hill, N.C. 27514; (919) 942-8731.

Medicine. "Perspectives in Diagnosing and Treating Breast Cancer," for videodisk players used with IBM PC and compatibles. Requires "InfoWindow." Includes three case studies on diagnosis and treatment of breast cancer; lets user design a case by entering patient data; includes a discussion by six leading cancer experts; \$650 for members; \$1,300 for others. Contact: Health Sciences Consortium, 201 Silver Cedar Court, Chapel Hill, N.C. 27514; (919) 942-8731.

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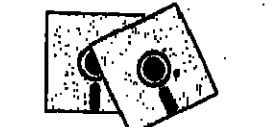
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Give & Take

As if the financial problems caused by the recession weren't enough, the University of California's endowment may have lost \$187,000 in an embezzlement scheme.

The Alameda County District Attorney's office has charged Gwendolyn Tavares, a former university employee, with embezzling the endowment money. The charges came about a month after university police turned over the findings of their investigation of the alleged theft to the district attorney. Ms. Tavares, who turned herself in to police, has been released on bail.

According to an assistant district attorney, Ms. Tavares over the past four years forged signatures of university officials on checks made out to the endowment. After cashing the checks, Ms. Tavares reportedly deposited the money into her personal accounts. A bank employee tipped off university police to the alleged scam after noticing an irregularity in a transaction.

Ms. Tavares, who had been employed by the university for 19 years, was an assistant accountant in the endowment section of the university's corporate-accounting office. She was placed on investigative leave in November and fired in December.

University officials said the theft had had no serious effect since it was a "minuscule amount" of the university's \$1.3-billion endowment. However, internal controls are being checked, and the university says the money will be restored. "We're satisfied it's an isolated case," says Richard L. Malaspina, a university spokesman. "It doesn't raise any more questions."

Harvard University has reached a research agreement of nearly \$24-million with the Bristol-Myers Squibb Company.

Over the next five years, the pharmaceutical company will inject \$23.5-million into Harvard's School of Public Health in the largest industrial-sponsored research grant ever awarded to the school. The grant will set up a laboratory to research various physical conditions that can lead to heart attacks, strokes, and other debilitating illnesses.

In return, Bristol-Myers, based in New York, has the right to license discoveries and inventions from the research.

It isn't \$24-million but it still counts: The University of the District of Columbia has announced a "One Million Pennies Campaign" to help raise \$100,000 to support scholarships and university programs.

When the campaign opened this month, the university put out a warning well on its Van Ness campus to receive the pennies. If the university receives all the pennies it hopes for, it will have raised one-tenth of the \$100,000 goal.

Business & Philanthropy



Edgar F. Beckham of the Ford Foundation: "There's a general feeling that campuses have lost the sense of community and have become increasingly fragmented."



Anne Dowling of Philip Morris: "This will enable some colleges to implement programs that will have an impact on attitudes and beliefs about differences."

Grant Makers Are Devoting Millions to Effort to Improve Racial Tolerance on Campuses

Continued From Page A1

lion over several years to the programs. "This will enable some colleges and universities to implement programs that will have an impact on attitudes and beliefs about differences," says Anne Dowling, Philip Morris' director of corporate contributions, of her company's effort.

Many foundations have worked for years to increase the representation of minority-group students at colleges, but relatively few have addressed the issue of "campus climate," a topic of increasing concern to college and foundation leaders alike.

Creating Better Environments

"There's a general feeling that campuses have lost the sense of community and have become increasingly fragmented," says Edgar F. Beckham, a program officer in education and culture at the Ford Foundation.

An assumption behind all three programs is the idea that colleges must not simply recruit and enroll more minority students; they must also create academic

environments conducive to learning by all students. Also underlying the efforts is the idea that the struggle over pluralism on college campuses is analogous to the larger debate about the nature of pluralism in society in general.

Although the programs at Ford, Lilly, and Philip Morris share common goals, their strategies and approaches differ. Ford and Lilly have geared their programs to curricular reform and faculty development, while Philip Morris is interested in supporting extracurricular activities and faculty recruitment. Ford and Philip Morris have invited colleges nationwide to compete for their grants; Lilly has restricted its awards to private colleges in eight states.

On some campuses, the move to reshape the curriculum to reflect the works and contributions of minorities and women has been criticized as being "politically correct." In a few cases, the campus projects have sparked controversy, foundation officials acknowledge. "People have indicated disagreement and sometimes resistance," says Beckham.

Continued on Following Page

Harvard U. Reports \$42-Million Deficit, Its First Since 1974

New maintenance entry makes the difference; no big cuts seen

By JULIE L. NICKLIN
For the first time since 1974, Harvard University has closed its fiscal year with a deficit. The \$41.9-million shortfall in its 1991 operating budget of \$1.2-billion was the biggest that Harvard had ever recorded and a larger amount than those reported by other major universities.

Administrators said they would deal with the deficit without resorting to widespread layoffs or cuts in programs.

Although Harvard has the largest endowment of any university in the country—valued at \$4.7-billion as of June 1991—it was not enough to buffer the university from financial stress. Harvard officials blamed the deficit on reduced overhead payments from the federal government as well as the rising costs of academic programs, financial aid, and employee salaries and benefits. At the same time, the university's revenue has slowed.

'We Don't Kid Ourselves'

"The deficit is troubling but not alarming," said Robert H. Scott, Harvard's vice-president for finance. "And what we are going to do is manage the budget effectively and competently—without making any drastic cuts."

For the first time, Harvard included on its balance sheet the amount that the university believed it should spend each year to keep its facilities in good condition: \$76.5-million. Without that change, the university would have reported a surplus, Mr. Scott said.

"We're determined to balance the budget in a way that we don't kid ourselves," Mr. Scott said. "If we are going to maintain these buildings well, we must deal with them."

The deficit was explained in the 1990-91 "Financial Report to the Board of Overseers of Harvard College." The report said the largest part of the deficit, about \$10-million, had come from undergraduate arts and sciences.

Other universities are reporting deficits. Yale University faces an \$8.8-million deficit this year; Stanford University has budgeted for a \$24.5-million deficit this year; and Columbia University has projected a deficit of \$15-million for 1992-93.

Harvard's report said the university's total expenses had grown by 5.7 per cent in 1991, with the costs of salaries, employee benefits, and financial aid increasing the most.

Costs Outpace Income

Harvard's income from major gifts, endowment earnings, and tuition did not keep pace with the increasing costs. The \$196-million in gifts that Harvard received in 1991 marked a 3.7-per-cent drop from the previous year, when \$203-million was raised.

Although the university has not announced charges for tuition, room, and board for 1992-93, Harvard is "very reluctant," says Beckham.

Continued on Following Page

Grantors Seek to Help Improve Campus Attitudes on Race

Continued From Preceding Page
tance, but most often skepticism," says Mr. Beckham. "But these projects are inviting. They open up discourse on difficult issues."

Ford's Race Relations and Campus Diversity program, now in its second year, has awarded more than \$2-million. In the first year, 20 private, residential colleges each received grants ranging from \$25,000 to \$100,000 for new or revised courses that include multicultural topics; artistic activities; and faculty seminars. In the second year, each of five urban, commuter universities received a \$150,000 grant for similar purposes.

Seminars on Diversity

At Princeton University, the \$86,000 Ford grant is supporting seminars on cultural and ethnic diversity that attempt to link the classroom with day-to-day living in a pluralistic society. The seminars are an "extremely sensitive" reaction to what's going on at colleges, says Stanley Katz, who is teaching

Harvard U. Reports \$42-Million Deficit

Continued From Preceding Page
tant" to make significant increases in tuition, Mr. Scott said. The increase in those charges last year was 6.5 per cent.

Also during 1991, the Harvard Management Company, which oversees the university's endowment, wrote down the value of Harvard's investments in real estate, gas, and oil to reflect declines in those markets. The writedown has been reported to be as high as \$200-million. According to Mr. Scott, the return on Harvard's \$4.7-billion endowment in 1991 was 1.1 per cent, compared with 7.5 per cent in 1990.

As a result, the university is looking at a variety of measures to curb spending. President Neil Rudenstine will work with academic deans to find ways to reduce services and consolidate programs, Mr. Scott said.

Officials predict that a decade could pass before the deficit is entirely erased. "It's a challenge," said Mr. Scott. "And it's not going to be easy."

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a course at Princeton on prejudice and the challenge of pluralism.

"People assumed that once you got all these new people on campus, it might take a while, but they would become integrated into the university community. And of course they haven't," says Mr. Katz, a visiting member at the Institute for Advanced Study, who is on leave from the presidency of the American Council of Learned Societies.

In the program's latest phase, Ford decided to award grants to consortia of institutions, hoping to "leverage" expertise among many colleges. One such grant, \$430,000, will go to the Western Interstate

Commission for Higher Education, which plans to develop a series of institutes for representatives from 15 to 20 institutions that are developing strategic plans in which diversity is a key component.

At the Lilly Endowment, 10 colleges and universities have received grants of \$150,000 each in the first year of the foundation's program to improve campus climates. Lilly is devoting \$6-million over four years to the program, which is open to every accredited, four-year, private college in eight Midwestern states—Indiana, Illinois, Iowa, Kentucky, Michigan, Missouri, Ohio, and Wisconsin. The projects receiving support in

the first year were marked by widespread involvement of faculty members and students, says William C. Bonifield, Lilly's vice-president for education.

Theatrical Performances

Hiram College is using its Lilly grant to support curriculum development and theatrical performances, for both on- and off-campus audiences, that celebrate diversity. Lawrence University is redesigning a required freshman course to introduce multicultural perspectives. Ohio Dominican College is developing a mentor program that pairs faculty members from various disciplines with black scholars.

Colleges have assumed too long that the "burden of adjustment"

lies with the student, Mr. Bonifield says. "Colleges really need to make it a two-way street and make adjustments."

At Philip Morris, Ms. Dowling says the campus tolerance program was sparked by the increase in minority enrollment at colleges by the change in social relationships as more women assume more responsibility and visibility in the workplace. Also a factor is the rise in incidents of discrimination on campuses, she says.

The new program seeks to understand what impact diversity will have on the future work force, how well prepared colleges are to educate that work force. "The issues are very important to Philip Morris and other companies," Dowling says.

Business & Philanthropy

Note Book

Students at Nebraska Wesleyan University taking a course in sociological research are required to write letters home to their parents.

Dave Jaquinta, the sociology professor who teaches the class, says he thinks that students are better able to see the link between sociology and their everyday lives by writing letters that explain what they are learning. "I thought it would be a more meaningful way for them to translate what they are learning for non-specialists," Mr. Jaquinta says. "It's important because they can't just throw jargon at people if they go into sociology."

Mr. Jaquinta says that students in his course initially thought the letters would be an easy way to earn a good grade, until they learned that he would grade the letters for the research that students used and for the clarity of their explanations. Each student must write one letter about the research they are conducting for the course; it counts as one of three examinations that make up about 50 per cent of their final grade.

About 75 black students from 15 colleges and universities in the Northeast are expected to attend a student-leadership conference at Yale University this week.

The Black Student Renaissance Conference is intended to inspire students to organize community-service projects for black children in their communities, says Wendy Battles, a conference coordinator and a graduate student at the University of New Haven.

"It's up to our generation—a new generation of black leadership—to solve some of the problems," says Ms. Battles. "We can't afford to wait for the government and other people to help us."

The conference will include workshops to help students develop their skills in politics, fund raising, public relations, volunteer recruitment, and proposal writing.

The Black Student Alliance at Yale and the Black Student Leadership Network, an organization that lobbies on issues of concern to black students, are sponsoring the conference.

Students' interest in environmental issues led Swarthmore College officials to offer a new class this semester called "Swarthmore and the Biosphere."

The students are studying the impact of their daily eating habits on the environment by tracing the college's use and disposal of food and waste products. They will study how much food consumed at Swarthmore is locally grown, how much fuel is used to transport the food, whether pesticides and preservatives are used in the food's production, and how much food is wasted.

About 80 students attempted to enroll in the course, which had room for only 18.

Students



Andrea Parrot: "When a woman knows her accuser, when she may have been drinking, people have more trouble with that."



Neil Gilbert: "The problem with men and women is insensitivity and miscommunication, but you can't call that rape."

A Berkeley Scholar Clashes With Feminists Over Validity of Their Research on Date Rape

He says they exaggerate to impose new norms on intimacy; they call him an uninformed critic

By MICHELE N-R COLLISON

While the country has fixated on the courtroom sagas of celebrities accused of date rape, in academe a battle has been brewing over whether rape statistics have been blown out of proportion by a group of researchers bent on securing the public into changing its attitudes about the issue.

The opening salvo was fired by Neil Gilbert, a professor of social welfare at the University of California at Berkeley, who says surveys reporting that up to a quarter of college women could be victims of rape are false. Mr. Gilbert says the statistics have been generated by "radical feminists" out to impose "new norms governing intimacy between the sexes."

Utter nonsense, say his critics. Mr. Gilbert's specialty is social welfare, not sexual assault, they point out, and they say he has little familiarity with the subject of acquaintance rape or its victims. They accuse him of distorting their research and say his criticism is part of a growing backlash against feminism.

Journal Article Stirs Emotions

"He is an uninformed critic," says Gail Abarbanel, director of the Rape Treatment Center at Santa Monica Hospital, which treats many young women who say they have been raped by classmates or other acquaintances.

"He won't have any lasting impact on this issue," she adds. "Colleges that have any experience with rape on their campuses are taking a serious look at this issue and

are trying to create effective programs to deal with it."

So it has gone, back and forth between Mr. Gilbert and the professors who have conducted research that Mr. Gilbert has bashed in *The Wall Street Journal*, in several television appearances, and in last spring's issue of *The Public Interest* in an article entitled "The Phantom Epidemic of

"Colleges that have any experience with rape on their campuses are taking a serious look at this issue, and trying to create effective programs to deal with it."

Sexual Assault." In that article, Mr. Gilbert concluded that feminists had distorted the definition of rape to create a bogus epidemic.

The article was bound to stir emotions about date rape, coming as it did during an investigation into allegations that William Kennedy Smith raped a woman at the Kennedy compound in Palm Beach, Fla. (He was acquitted of the charges.)

Indeed, date rape has been one of the hottest issues on campuses in recent months. Colleges have been grappling with how to handle the problem of acquaintance rape in the wake of lawsuits by women who claim colleges did not take their alle-

gations seriously and failed to punish their assailants.

Mr. Gilbert's challenge to research on date rape has angered students on his campus. After his journal article was published, about 100 students protested in Berkeley's Sproul Plaza.

Although several professors have conducted research on rape, Mr. Gilbert's biggest dispute is with a 1985 study by Mary Koss, a professor of psychology at the University of Arizona, who surveyed 6,159 college students. Ms. Koss determined from their answers to survey questions that 15 per cent of the women questioned had been raped at some time in their lives. Of those, she found, only 27 per cent acknowledged that they had been raped. An additional 16 per cent said they thought what happened to them was a crime, but did not realize it could legally be called rape. An additional 46 per cent said they believed they were victims of "serious miscommunication," but not rape. And 11 per cent said they did not feel any crime had been committed.

Near-Hysteria Charged

Finally, 41 per cent of the women who Ms. Koss determined had been raped reported that they had had sex again with the men who had raped them.

Mr. Gilbert says researchers are inflating rape statistics to gain attention and money for rape-prevention and counseling programs. "There is a date-rape move-

Continued on Page A37

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Athletics

Education Department Says CUNY's Brooklyn College Discriminates Against Female Athletes and Coaches

BROOKLYN, N.Y. Brooklyn College of the City University of New York has discriminated against its female athletes and coaches, the Education Department's Office for Civil Rights has decided after a 14-month inquiry.

The finding was welcomed by women-rights advocates who say it may indicate that the civil-rights office is serious about the issue of sex equity in college sports.

It came just weeks after the Education Department released for comment a proposed memorandum that would warn college presidents not to violate federal sex-discrimination laws when they make decisions about eliminating sports teams. The issue is hot at a time when many institutions are searching for ways to deal with deficits in their sports budgets.

"We made sex equity a high priority for '91-92, and this is an indi-

cation of our responsiveness to our priorities," Michael L. Williams, Assistant Secretary of Education for civil rights, said of the Brooklyn case.

In a letter to the college, the civil-rights office said Brooklyn was not in compliance with Title IX of the Education Amendments of 1972, which bars sex discrimination in programs that receive federal assistance.

Unfair Scheduling Charged

Following its review of the college's athletics program, the civil-rights office determined that Brooklyn was not providing male and female athletes with equal opportunities to participate in sports. The office found that female athletes were not treated fairly in such areas as the scheduling of games, assignment of coaches, the provision of sports equipment and locker rooms, and recruitment.

The office did find, however, that the college was providing equal opportunity in its awarding of financial assistance to male and female athletes, and that women were treated fairly when it came to travel allowances and the opportunity to receive academic tutoring.

The letter, called a "Violation-Corrected Letter," spells out assurances made by the college that it is now working toward complete compliance with Title IX requirements. By next fall, for example, the college plans to add women's sports teams as needed to eliminate disparities in opportunities for male and female athletes.

In a statement, acting President James N. Loughran said that the college "has been engaged in continuing efforts to ensure equity" in its athletics program. The effort, he said, included new assignments for coaches and a survey of athletic interests of students with an eye toward adding new women's sports teams.

2 Professors Complained

The investigation by the civil-rights office was sparked by a complaint filed with the office in 1990 by two physical-education professors at Brooklyn. The professors, R. Vivian Acosta and Linda J. Carpenter, claimed that many inequities existed between men's and women's sports at the college. They charged, for example, that in 1990-91 Brooklyn planned to spend

\$180,475 on salaries for coaches of men's teams and \$39,525 on salaries for coaches of women's teams.

Ellen J. Vargyas, senior counsel at the National Women's Law Center, who has followed the Brooklyn case, says the most important issue now is to see how the civil-rights office follows up on its findings.

"The letter itself is a very important first step in finally establishing the Office for Civil Rights as a serious player in the effort to eliminate pervasive sex discrimination in education-related athletics," she said. "However, we must still be watchful and see how they work out problems within the OCR process—such as not involving the parties who complained in the process and not having a specific structure to insure the monitoring of compliance."

—DEBRA E. BLUM

ATHLETICS NOTES

- Volleyball team's elimination is put on hold
- NCAA criticizes due-process legislation

The women's volleyball team at the California State University at Fullerton has won a temporary court order to stop the university from eliminating it.

Last month the university announced it would drop the volleyball team and the men's gymnastic team as part of an athletics-department plan to concentrate time and money on other sports. The university said all scholarships for students on the teams would be honored through the spring.

The volleyball coach, Jim Huffman, requested a preliminary injunction in Orange County Superior Court to overturn the university's decision. A hearing was scheduled for this week.

Mr. Huffman said the university's decision violated the California Education Code, the state constitution, and Title IX, the federal law that requires equity in men's and women's college sports. According to statistics he compiled, men make up only 44.4 per cent of the university's student body, but 73.6 per cent of the positions available in sports are for men. Eliminating the volleyball program will decrease the number of women participating in sports at the university by 12 per cent, Mr. Huffman said.

A university spokesman said Mr. Huffman's statistics were misleading and did not reflect the level of university support for the men's and women's teams. He would not comment further on the case.

Legislators in several states have been pushing for legislation that would force the National Collegiate Athletic Association

to give accused athletes, coaches, and universities rights similar to those now enjoyed by criminal defendants.

Last week a Mississippi State legislator filed a bill on the subject, and in Kansas a law that would regulate enforcement proceedings and guarantee due process was expected to come up for hearings in the Kansas House of Representatives. The State Senate has already passed the measure.

Meanwhile, NCAA officials and lawmakers are gearing up for a scheduled hearing next month of a lawsuit on the issue in Nevada. The NCAA sued the Governor of Nevada in federal court last fall, challenging the constitutionality of a state law that regulates sports investigations.

The NCAA is also discussing with Florida lawmakers a new state law governing NCAA investigations that is expected to go into effect this summer.

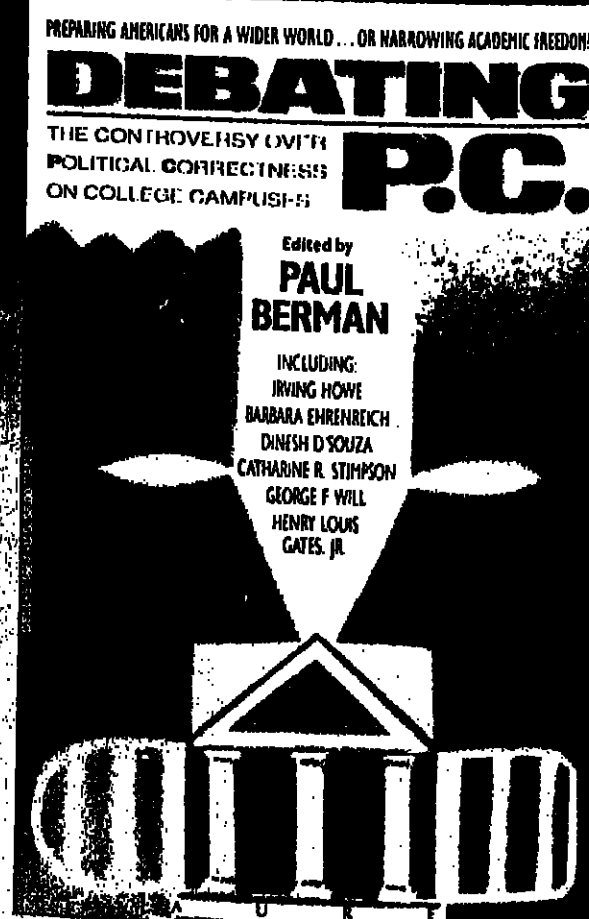
At a meeting of college football coaches and university administrators last week, Richard D. Schultz, the NCAA's executive director, lamented the pending due-process bills. Mr. Schultz, who planned to testify before the Kansas House, said the bills were an attempt "to gut the enforcement process" and would prevent the NCAA from enforcing its rules uniformly.

Mr. Schultz added that the NCAA procedures satisfied due-process requirements and adequately made up for the association's lack of subpoena power—which is where some state legislators say the NCAA's policies fail to provide due process.

—DEBRA E. BLUM

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Dispatch Case

Liberal-arts colleges that do an outstanding job of preparing students for careers in international affairs deserve far more federal support, a new report declares.

Prepared by a consortium of private colleges that call themselves the "International 50," the report maintains that such institutions already do a better job in emphasizing foreign languages and area studies than do their research-oriented counterparts, which receive more federal funds. "These schools provide far more than their reasonable share of the 'seed corn' for efforts in world affairs, and unless they are nurtured, their contributions will be impaired," the report says.

The report urges colleges to seek funds from private and public sources to send undergraduates abroad to accompany faculty members on research and teaching assignments.

The report amplifies an earlier study that identified the 50 colleges, based on their course offerings, study-abroad programs, and the career choices of their graduates (*The Chronicle*, June 26, 1991).

The latest report, "In the International Interest: The Contributions and Needs of America's International Liberal Arts Colleges," is available free from Information Services, Beloit College, 700 College Street, Beloit, Wis. 53511.

Scientists from two Israeli institutions—Tel Aviv University and the Weizmann Institute of Science—will soon begin work on a super-laser that may become a part of America's Strategic Defense Initiative. The project recently won the approval of Yuval Ne'eman, a Tel Aviv University physicist who is Israel's Minister of Energy, Infrastructure, Science, and Development. The \$300,000 budget will be provided by the ministry, the Israel Academy of Science, and the Binational Science Fund, an Israeli-American foundation that supports cooperative research projects.

The free-electron laser that the Israeli team hopes to produce could be used to destroy incoming missiles.

While the sum appropriated is low for this type of project, Mr. Ne'eman said, "it may well be that budget constraints will encourage the discovery of 'smart' solutions." He also noted that the project would make use of underutilized facilities, such as the particle accelerator at the Weizmann Institute.

The involvement of Israeli scientists in research projects linked to the SDI has caused debate at Israeli universities in the past. However, such controversy has not been on the same scale as SDI protests in Europe and in the United States, mainly because Israelis regard incoming missiles as a real threat, as they were during the Persian Gulf war.

International

RUSSIAN EDITION SELLS OUT

Western Economics Textbook Gains Many New Readers as Market Systems Develop Where Communism Failed

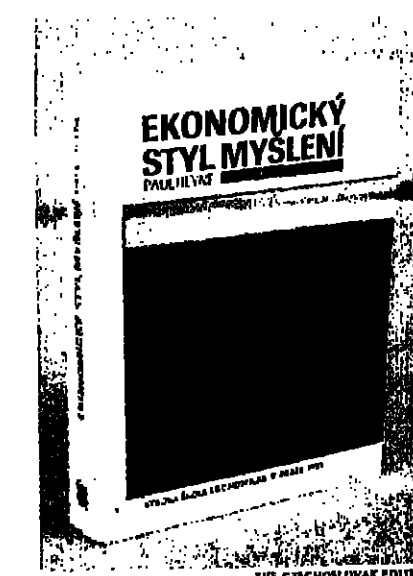
By PETER MONAGHAN

Political change in Eastern Europe and the former Soviet Union is producing thousands of new readers for the American authors of basic textbooks in economics and business—Paul Heyne among them. But Mr. Heyne's book is reaching the readers by way of a novel effort to put works of Western economic thought into the hands of students and scholars in the former Communist East.

Written to Offer an Overview

Mr. Heyne, a senior lecturer in economics at the University of Washington, originally wrote his textbook, *The Economic Way of Thinking*, for U.S. students in need of a quick overview of how Western economies work. Now it is being translated into the languages of several countries that are replacing planned, centralized economic systems with Western market economies. Students in those countries are said to be

Continued on Following Page



Paul Heyne: "Few things would contribute more to human happiness in our strife-torn world than a wider understanding of how markets work."

U.S.-Backed Center in Russia to Employ Nuclear Scientists From Soviet Union

By KIM A. McDONALD

Representatives from the United States, Russia, and Germany agreed in Moscow last week to establish an international science and technology center that would employ nuclear scientists and engineers in the former Soviet Union in an effort to prevent them from selling their nuclear-weapons expertise to other countries.

The center, to be located in Russia, will solicit contributions for its operation from "foundations, academic and scientific institutions, and other non-government bodies," according to a statement issued jointly by the U.S., Russian, and German governments.

\$25-Million Contribution

The United States will provide an initial contribution of \$25-million from a \$400-million fund approved by Congress last year to assist in the dismantlement of the

Soviet nuclear arsenal. German officials said they would solicit support from the European Community and its member states.

The agreement was signed by Secretary of State James A. Baker, III, Russian Foreign Minister Andrei Kozyrev, and German Foreign Minister Hans-Dietrich Genscher. According to their joint statement, the center will serve as "a clearinghouse for developing, selecting, funding and monitoring projects that would be carried out primarily at institutions and facilities located in the Russian Federation and other interested Commonwealth states."

The officials said the center's primary purpose "would be to give weapons scientists and engineers opportunities to redirect their talents" to civilian-research activities by providing them financial support to conduct projects in basic and applied

research. It would also provide financial assistance for efforts in the former Soviet Union "to reduce and eliminate weapons of mass destruction."

Concern for Civilian Researchers

While many U.S. scientists applauded the agreement as an important step in preventing nuclear proliferation, some said they were concerned that it ignored civilian scientists in the former Soviet Union, many of whom had made a conscious decision not to participate in weapons-related research.

"The U.S. government is more concerned with renegade nuclear scientists than in helping Russian science," said Jeremy J. Stone, president of the Federation of American Scientists. "But the real U.S. interests lie in seizing the opportunity to link Russian and American science in a creative and collaborative way."

—

A Text for People Where Communist System Died

Continued From Preceding Page
particularly eager for texts that can help them understand how such economies function, and how their nations can accomplish the shift from Communism to capitalism.

Mr. Heyne's book was first published in 1973 and has gone through several editions and scores of printings in the United States since then. It is considered a best seller among textbooks used in short survey courses in economics.

When the first two translations of it appeared last year in Czechoslovakia and Romania, 20,000-copy first printings quickly sold out in both countries. Since then a Hungarian edition of 15,000 copies has been published, and Albanian, Bulgarian, and Ukrainian editions are in the works.

The biggest new source of readers for Mr. Heyne is the former Soviet Union, where a Russian edition appeared last fall. Because it was one of the first Western economics texts published there since the 1917 revolution, "it quickly sold out its press run of 100,000 copies," says Tom G. Palmer, the director of the Institute for Humane Studies at George Mason University, which is largely responsible for the publication of Mr. Heyne's book in so many countries. Mr. Palmer says Moscow's Referendum Publishing Company is now trying to purchase enough paper to print another 100,000 copies.

'Sacred Books' of Marxism

The Institute for Humane Studies supports scholarship that draws on the tradition of 19th-century liberalism, which emphasized such concepts as the rule of law and individual rights and liberty. It established a translation and publishing program, says Mr. Palmer, because good texts in the social sciences simply did not exist in Eastern Europe. "There has been nothing in economics other than Marxist-Leninist 'sacred' books," he says.

Mr. Heyne's book was chosen, says Mr. Palmer, because it was judged the best systematic introduction to market economics—one

that addresses the problems that gave rise to the discipline.

The non-profit institute acts as a publishing go-between. It arranges to purchase the right to publish Mr. Heyne's book in a particular country from the American publisher, Maxwell-Macmillan International. It then finds a group of academics in that country to prepare a translation of the work, and it donates the copyright to them. The group then arranges for local publication of the translated book, which is sold at a below-market price. The institute also has donated desktop-publishing equipment to help the local groups in their work.

Mr. Heyne gets nothing but new readers from the deals, but he admits to being a satisfied observer of his book's new-found success. He

"It was amazing how attentive these people were. I would not sit and listen to Moses for five days through an interpreter."

personally purchased the rights to publish the book in Czechoslovakia and donated them to the institute.

Mr. Palmer has been the force behind the translations. He has traveled to several countries to find what he calls "real economists, not old hacks" to work on the book. Translating some Western economic terms, he says, has proved to be a challenge, because Eastern European equivalents were long ago "twisted to fit the procrustean bed of Marxism-Leninism."

Other challenges, Mr. Palmer says, include locating typographers to work on the project and finding adequate stores of paper on which to print the books. In Czechoslovakia, he says, the edition reached the presses only after Miroslav Sevcik, a former vice-rector of the Prague School of Economics and a protest leader during the country's November 1990 rev-

olution, criss-crossed Moravia before finding an able typographer willing to take on the manuscript.

Now that the translated editions are being published, Mr. Palmer says his institute is busy organizing conferences on teaching economics in Eastern Europe and the former Soviet Union for college and high-school instructors. The institute plans a series of translations of classic works in economics.

Mr. Palmer says the idea is to help teachers in those countries try to overcome the style of instruction to which they had grown accustomed, which he describes as "Prussian style with a Communist overlay."

Mr. Heyne says he thinks his book is being well received because Eastern European scholars and political reformers are embracing the tenets of classical liberalism and are seeing that they are essential to market economies.

Alois Krulik, dean of the faculty of business at Prague's University of Economics, says the book is used at his institution as supplementary reading. "It's very useful," he says.

Ivo Koubek, a member of the economics department at Charles University in Prague, says Mr. Heyne's book is used there in short courses for high-school economics teachers and government officials—all of whom, he says, are struggling to get a grasp of capitalist economics.

"It is very useful with principles of economic thinking—concepts like discrimination in pricing and opportunity costs are well explained, in philosophical rather than technical ways," he says. "That is good, since our people have no experience with this way of thinking."

'Too American'

Mr. Koubek complains, however, that the book is "too American—a lot of our people don't know the difference between Anchorage and Seattle."

For his part, Mr. Heyne says he is incorporating lessons from developments in Eastern Europe in a new edition of his book. Those countries, he says, "are running marvelous sets of laboratories."

Unfortunately, he adds, East European governments do not seem ready to follow his book's lessons completely. They are, he says, generally ambivalent about retiring central planning and are hesitating—largely for lack of know-how—in forming the kind of institutions that allow market economics to work, from banks and brokers to escrow institutions.

But that, he says, is not surprising, since he says even many Americans are antagonistic toward the idea of allowing the free operation of a market system—even though they profit from it.

Last fall, Mr. Heyne traveled to Czechoslovakia to show high-school economics instructors how he teaches the discipline. It turned out, however, that businessmen were so interested in what he had to say that they far outnumbered teachers in his classes.

As he has done for students here at the University of Washington for

15 years, Mr. Heyne says he emphasized the everyday operation of economics and referred to events people in Czechoslovakia had experienced first hand—"the rotting of unharvested food in the fields, for example."

The experience "exceeded my expectations," he says, adding: "It was amazing how attentive these people were through five days of lectures and discussions. I would not sit and listen to Moses for five days through an interpreter."

His students, he continues, "asked tough questions about how we solve problems in the United States."

Teaching in Czechoslovakia

"They knew about the problems we have, and they wanted to know whether economics solved any of them," he adds.

Mr. Heyne went to Czechoslovakia with a group of academic economists from the United States who were on a mission supported by the Foundation for Teaching Economics to bring American-style economics instruction to Eastern Europe. He also visited

Romania and will return to Bucharest next month to conduct workshops on what faculty members there should be teaching students of economics.

Attracted to Radical Ideas

Mr. Heyne says that, ironically, he was first attracted to the discipline by radical, Marxist economics. In the early 1960's he wrote a doctoral dissertation at the University of Chicago on the philosophical and theological roots of disagreements among economists. His major interest now, he says, is the relationship among economics, law, and ethics.

He says his belief in market economics is based on their ability to "allow people to cooperate without agreeing." He emphasizes the way markets permit that coordination, rather than how they encourage maximizing profit.

"Few things," he says, "would contribute more to human happiness in our strife-torn world than a wider and better understanding of how markets work."

Burton Bollag in Prague contributed to this report.



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Name Dropping

THE RESIGNATION of Marshall Gordon, president of Southwest Missouri State University, is effective June 30, 1993. However, while Mr. Gordon will keep the title of president until that date, he will have no operational control of the university.

Until a replacement is found for Mr. Gordon, Russell M. Keeling, interim vice-president for academic affairs, has been named chief executive officer of the institution.

Mr. Gordon, president of the university since July 1983, signed a new five-year contract last summer. However, he has been criticized for his administrative style and especially for his financial management. Recent revelations that a performing-arts center now under construction would cost \$17.8-million—\$7-million more than budgeted—led to a faculty vote of no confidence in his leadership and brought on a confrontation between Mr. Gordon and the Board of Regents.

In an agreement with the board, the duration of Mr. Gordon's contract was changed to two years. Until July 30, 1993, he will receive his annual salary of \$109,000 and keep his office and a secretary, while having the right to take a paid leave of absence at any time. He will also retain the right to join the university's faculty as a tenured professor of chemistry. The board also agreed that "should she choose to do so, Dr. Annette Gordon [Mr. Gordon's wife] will be employed as a tenured chemistry professor at a salary of not less than \$50,000 a year beginning in the fall term of 1992, and the board will do all it can reasonably and lawfully do to obtain tenure for her."

The board also said it would recognize Mr. Gordon's "significant contributions to SMS by naming an appropriate monument or building in his honor" when his contract expires.

In a statement, Mr. Gordon said, "Regardless of who is right or who is wrong, this controversy has damaged both my reputation and that of the university and its regents. Despite what I've accomplished for the university in the past, it is obvious the controversy will not end unless I end it."

While the state auditor's office continues to investigate the university's finances and there are reports that the Federal Bureau of Investigation is studying the awarding of contracts and construction projects, Mr. Keeling said, "I'm simply trying to look forward and not backward."

The resignation of Albert J. Simone as president of the University of Hawaii took many by surprise. While the university has seen controversy over race relations and racial-harassment issues, as well as problems in its athletic department, Mr. Simone, who has been president since 1985, had recently told *Hawaii Business* magazine: "As long as I feel I can continue to make a positive difference, I'm not going to contemplate moving."

After announcing his resignation, Mr. Simone said his change of mind had come after he received two letters about presidential vacancies within one week. "I started to write my standard letter to say, No, but then I thought, maybe now's the time."

Derrick Bell, a tenured black professor of law at Harvard University, who took an unpaid leave of absence in April 1990 to protest the law school's lack of minority-group and female faculty members, says he may not return to the school. Now a visiting professor of law at New York University, Mr. Bell said that the Harvard Law School has not made enough of an effort in its hiring. He said, "It is deeply insulting to minorities in general and to women of color in particular."

Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS



Jesse Moore
University
of Rochester



Virginia Gilliam
Wilfrid Laurier
University



Maria B. Watts
Saybrook Institute Graduate
School & Research Center



Richard M. Carter
American
University



Ivan G. Marcus
Jewish Theological
Seminary of America



Deborah J. Hecht
Lake City
Community College



William O. Rieke
Ben B. Cheney
Foundation



Ramel Moore
Hood College

- **New college and university chief executives:** Athens State College, Jerry F. Bartlett; Bethany Theological Seminary, Eugene F. Roop; Minnesota Community College System, Geraldine Evans; St. Hyacinth College and Seminary, the Rev. Daniel M. Pietrzak; University of Maine at Orono, Frederick E. Hutchinson.
- **Other new chief executive:** Ben B. Cheney Foundation, William O. Rieke.

Appointments, Resignations

Myma Adams, associate provost for affirmative action at State U. of New York at Stony Brook, to director for equal opportunity and affirmative action.

Mary R. Anderson, former lead advance representative with the Office of the Vice-President at the White House, to alumni director at U. of North Florida.

James B. Abwell, vice-president and dean for academic affairs at Anne Arundel Community College, has announced his retirement, effective in June.

Sylvia Holden Bajorek, director of public relations and fund development at Catawba Valley Area Orls Scout Council (Hickory, N.C.), to director of annual giving at Lenoir-Rhyne College.

Jerry F. Bartlett, interim president of Athens State College, to president.

Dorothy J. Bane, assistant director of Jersey Shore Medical Center Foundation (New-

town, N.J.), to director of individual and corporate relations at Monmouth College (N.J.).

Mary L. Greenwood Bolon, registrar and coordinator of financial assistance in the school of theology at Boston U., to dean of admissions and student services in the school of theology at Emory U.

Crista R. Cabe, executive director of alumni activities at Mary Baldwin College, to director of advancement services.

Melissa M. Cain, head of the humanities reference department and interlibrary loan services in the libraries at U. of North Carolina at Chapel Hill, to director of development for the school of information and library science.

Richard M. Carter, vice-president for university relations at Bucknell U., to vice-president for development and university relations at American U.

V. Scott Cole, assistant vice-president for facilities management at Central Michigan U., to associate vice-president for business at George Washington U.

Georgine Brann, president of Rochester Community College, to chancellor of Minnesota Community College System.

Virginia Gilliam, associate librarian at U. of Guelph, to university librarian at Wilfrid Laurier U.

Marshall Gordon, president of Southwest Missouri State U., has announced his resignation, effective June 30, 1993.

Randy J. Hamle, accountant in Salt Lake City, to controller at Florida State U.

Rosemary Harby, reporter for *Dayton Daily News* (Dayton, Ohio), to director of media relations at U. of Dayton.

Zia Hasan, associate professor of English at Chablin College, to assistant to the vice-president for academic affairs.

Deborah J. Hecht, vice-president and dean of education services at Western Nebraska Community College, to vice-president for instruction at Lake City Community College.

Frederick E. Hutchinson, senior vice-president for academic affairs at Ohio State U., to president of U. of Maine at Orono.

Ronald Hoffman, associate professor of history at U. of Maryland at College Park, to director of the Institute of Early American History and Culture at College of William and Mary.

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Gazette

Continued From Preceding Page

Margaret F. King, acting associate dean of the graduate school at North Carolina State U., to interim dean.

Sandra L. Nigro, interim associate vice-chancellor for extension at North Carolina State U., to associate vice-chancellor.

Calvin Kelly, special assistant to the president at Molloy College, to vice-president for college relations.

Richard D. Kugmarn, professor of pediatrics at U. of Colorado at Denver, to dean of the school of medicine.

Watt Kure, president and chief executive officer of Saint Joseph Hospital (Omaha), to associate dean of the school of medicine at Creighton U.

Stephen North, chairman of physical education and athletics at U. of Wisconsin at Eau Claire, to associate dean of the school of education.

Angelina Lencos, director of cooperative education at Eastern Michigan U., to director of the Career Planning, Placement, and Cooperative Education Center at Washburn Community College.

James K. Light, professor of medicine at Baylor College of Medicine, to professor and chair of urology in the college of medicine at State U. of New York Health Science Center at Syracuse.

Daniel J. Manner, director of development and public affairs for the college of arts and sciences at Cornell U., to senior vice-president for development and alumni relations at Brimley U.

Ivan B. Marcus, professor of Jewish studies at Jewish Theological Seminary of America, also to provost.

Boley Martin, vice-president for public affairs at Clifton Mortgage Inc. (St. Louis), to director of public relations for the Frost campus of Saint Louis U.

Gary McCall, dean of campus life at Abilene Christian U., to vice-president.

Imma Mossa, director of the library at Sul Ross State U., to director of the library at U. of South Dakota.

Clifford B. Metcalf, interim associate vice-chancellor for university relations at U. of North Carolina at Chapel Hill, to associate vice-chancellor.

Constantine E. Michailidis, dean of the school of architecture at Washington U. (Mo.), has announced his retirement, effective July 1, 1993.

Robert Mollenhauer, director of corporate and foundation relations at U. of Rochester, to director of development at Colorado College.

James Moore, associate professor of history at U. of Rochester, to associate dean for graduate studies.

Renée Moore, director of multicultural affairs at Hood College, to vice-president for student life and dean of students.

Mary Lippitt Nichols, associate professor of strategic management and organization at U. of Minnesota, to associate dean of academic programs in the school of management.

Pablo Pappas, director of financial aid at Marymount Manhattan College, to director of financial aid and assistant director of admission at Upsala College.

The Rev. Daniel M. Piatkowski, minister provincial of St. Anthony of Padua Province of the Conventual Franciscans (Boston), to president of St. Hyacinth College, February 1.

Frank G. Pogue, vice-chancellor for student affairs and special programs at State U. of New York system, to acting president of State U. of New York at C. College at Cobleskill.

David L. Potter, interim dean of the college of arts and sciences at George Mason U., to dean.

Bill Radloff, vice-president for administrative affairs at St. Cloud State U., has announced his retirement, effective June 30.

Johanna Rainhart, professor of modern Jewish history at Brandeis U., to provost and senior vice-president for academic affairs.

Eugene F. Reop, professor of biblical studies at Bethany Theological Seminary (Ill.), to president.

Mark B. Rotenberg, lawyer in Minneapolis, to general counsel of U. of Minnesota.

Frank Samuels, interim president of Wayne State Community College, to vice-president for academic affairs at New Community College of Baltimore.

Melvin D. Solovay, provost of College of William and Mary, to acting president.

Charles G. Schneider, vice-president for student development at Saint Louis U., to vice-president for student services at Georgian Institute of Technology.

Peter Simmons, dean of the school of law at Rutgers U. at Newark, has announced his resignation, effective in June 1993. He will remain on the faculty as professor of law.

Albert J. Simone, president of U. of Hawaii, has announced his resignation, effective December 31.

Richard J. Stanton, deputy commissioner of Massachusetts Department of Revenue, to deputy chancellor for management and finance at U. of Massachusetts Medical Center at Worcester.

Katherine Taylor, assistant director of Transfer and Job Placement at Bucks County Community College, to director of student-life programs.

Richard W. Trolinger, vice-president for external affairs of Emory and Henry College, to interim president.

Joan K. Tucker, executive assistant to the president at Pace U., to executive director of university relations.

Mark V. Tushnet, professor of law at Georgetown U., to associate dean of the law school for research.

Marla B. Weiss, member of the faculty at Saybrook Institute Graduate School and Research Center, to vice-president for institutional advancement.

Richard J. Welke, former professor of information systems at Erasmus U. (Netherlands), to chair of computer information systems at Georgia State U.

Timothy J. Willard, director of the capital campaign at U. of San Diego, to vice-president for physical advancement at Millikin U.

Joanne Wilson, associate professor and chair of general engineering at U. of Wisconsin at Platteville, to assistant dean of the college of engineering.

Jeremy Zelen, director of financial aid at Muskingum College, to dean of enrollment.

IN THE ASSOCIATIONS

D. Bruce Johnston, chancellor of State U. of New York system, has been elected president of National Association of System Heads.

MISCELLANY

Stuart J. Appelbaum, former vice-president for development and alumni affairs at Tulane U., to vice-president for development at Minnesota U. Foundation.

William G. Atkes, president of Pacific Lutheran U., to executive director of Ben B. Cheney Foundation, effective September 1.

Deaths

Totton J. Anderson, 83, professor emeritus of political science at U. of Southern California, January 28 in La Jolla, Cal.

Russell B. Bagnasco, 77, former professor of education at Stanford U. and former professor of education at Columbia U., February 1 in Mitchellville, Md.

James M. Carpenter, 77, professor emeritus of art at Colby College, February 11 in Hallowell, Me.

Eugene Chaffin, 86, former president of Boise College (now Boise State U.), February 5 in Boise, Idaho.

Robert M. Eastman, 73, professor emeritus of industrial engineering at U. of Missouri at Columbia, February 4 in Columbia, Mo.

Kenneth Gardner, 72, former athletics director and track coach at Northeast Missouri State U., February 8 in Columbia, Mo.

Joseph G. Hops, 67, former dean of the school of business and economics at Seattle Pacific U., February 6 in Seattle.

Robert P. Knight, 56, professor of journalism at U. of Missouri at Columbia, February 8 in Columbia, Mo.

John O. Riedel, 86, former dean of faculty at Queensborough Community College, February 6 in Bayside, N.Y.

Melvin Rozenberg, 69, professor of sociology at U. of Maryland at College Park, February 14 in Washington.

June E. Ruby, 79, professor emerita of history at Wheaton College (Mass.), February 15 in Norton, Mass.

Eugene A. Salas, 80, former president of Georgia Military College, February 6 in Augusta, Ga.

Frank L. Sohle, 74, former librarian in the library-services division and National Council of Education Statistics at Department of Education and former director of the school of library science at U. of Wisconsin at Milwaukee, February 7 in Palm Springs, Cal.

William Bohman, 81, composer and former president of Juilliard School, February 15 in New York.

Raymond J. Seeger, 85, former senior staff research associate at National Science Foundation and former adjunct professor of physics at American U., February 14 in Washington.

John Weisman, 91, former dean of students at St. Cloud State U., February 3 in St. Cloud, Minn.

Coming Events

A symbol (a) marks items that have not appeared in previous issues of The Chronicle.

March

8-7: Children. Annual conference, Children's Defense Fund, Atlanta, Contact: CDF, (202) 638-8767.

8-7: Listening. Annual convention, International Listening Association, Edgewater Hotel, Seattle, Contact: Mary Wise, (317) 285-1889, fax (317) 285-1516.

8-7: Social Images. Annual conference, Society for the Interdisciplinary Study of Social Images, Colorado Springs, Contact: Steve Kaplan or Will Wright, (719) 549-2104, fax (719) 549-2703.

8-8: Ethnic studies. Annual conference, National Association for Ethnic Studies, Boca Raton Sheraton Hotel, Boca Raton, Fla., Contact: (407) 367-3090.

8-8: General education. "Multiculturalism and Education: The Way Ahead," conference, Association for General Education International, Denton, Tex., Contact: (817) 365-3305, fax (817) 365-3517.

8-8: Students. National conference on the advancement of student diversity, Collegiate Conferences Inc., Washington, Contact: Rick Morgan, (608) 773-0350.

8-8: Teaching. "Lilly Conference on College Teaching—West," Miami University, Oxford, Ohio, Contact: Laurie Richlin, (513) 767-6430.

8: Aviation. "Airline Quality Issues," international forum, Wichita State University, Hotel Washington, Washington, Contact: (616) 864-7978, ext. 3367.

8: Disabilities. "The Americans With Disabilities Act and Employers With Disabilities," satellite seminar, California State University at Long Beach and California Association of Rehabilitation Professionals, Contact: (310) 985-8334.

8-7: College unions. "A Seminar for New Professionals," Association of College Unions—International, Prince George's Community College, Largo, Md., Contact: (812) 332-8017.

8-7: Educational opportunity. Policy seminars, National Council of Educational Opportunity Associations, Holiday Inn, Capitol, Washington, Contact: NCEOA, Suite 310, 1025 Vermont Avenue, N.W., Washington, DC 20005, (202) 347-7430.

8-7: Faculty. "Evaluating College Faculty," seminar, Kansas State University, Denver, Contact: Center for Faculty Evaluation and Development, Kansas State University, 1615 Anderson Avenue, Manhattan, Kan. 66502-1604, (800) 255-2757 or (913) 532-5970, fax (913) 532-5637.

8-7: International issues. "The Role of the United States in the 21st Century," conference, University of Illinois and other sponsors, Hotel Pere Marquette, Peoria, Ill., Contact: (217) 333-1465.

8-7: Non-traditional education. "New Pathways to a Degree: Using Technologies to Open the College," Los Angeles, Contact: (213) 343-4916.

8-7: Philosophy. Meeting, Mid-South Philosophical Conference, Memphis State University, Memphis, Contact: Ralph Ellis, Department of Philosophy, Clark College, Atlanta 30314.

8-7: Rhetoric. "Composing New Genres," annual conference, International Rhetoric Council, Hammond, La., Contact: Bonnie A. Hall, Department of English, Southeastern Louisiana University, Hammond, La. 70402.

8: Death education. "Catastrophic Loss: Coping with Personal—Making a Difference," annual conference, Association for Death Education and Counseling, 4825, fax (202) 232-0819.

8: Children's literature. "A Celebration of Children's Literature," conference, Loyola College in Maryland, Baltimore, Contact: (410) 617-5095.

8: Minorities. "Student-Campus Interview Session," Southeastern Regional Office Fund for Negro Students, Palmer House, Chicago, Contact: (404) 377-3799.

8: Philosophy. "Diversity and the Canons of Culture: National Identity and Ethnic Diversity," meeting, Greater Philadelphia University Consortium, Villanova University, Villanova, Pa., Contact: Mary Donohue, Thomas Library, Bryn Mawr College, Bryn Mawr, Pa. 19010.

8: Psychology. "Conference on Applied Cognitive Psychology: Cognitive Development School, Claremont, Cal., Contact: Dale Berger, (714) 621-8084, fax (714) 621-8390.

8: Technology. Annual conference, Office Systems Research Association, Holiday Inn-Riverwalk, San Antonio, Contact: OSRA, (314) 935-4487.

8-24: Women. "Leadership Development Program for Women in Higher Education," National Institute for Leadership Development, Phoenix, Contact: NILD, (602) 232-4290.

8-24: Business officers. "Executive Leadership Institute," National Association of College and University Business Officers, Washington, Contact: NACUBO, (202) 861-2520.

8: Ethics. "Ethics in the University: Challenges and Choices for the 21st Century," public forum, University of Baltimore, Baltimore, Contact: (410) 234-3930.

8-24: Alumni. "Alumni Workshop Series," Council for Advancement and Support of Education, Forum Hotel, Chicago, Contact: CASO, (202) 322-3900.

8-24: Criminal justice. "Society and Violence: Justice System Responses," conference, University of Illinois, Chicago, Contact: Nancy Taylor, (312) 996-3200, fax (312) 733-3394.

8-24: Fund raising. "Advanced Planned Giving," workshop, Council for Advancement and Support of Education, Omni Shoreham Hotel, Washington, Contact: CASO, (202) 322-3900.

8-24: Higher education. Deans' seminar, Council of Colleges of Arts and Sciences, Omni Hotel at Charleston Place, Charleston, S.C., Contact: Richard J. Hopkins, Executive Director, CCSA, Ohio State University, 186 University Hall, Columbus, Ohio 43210-2199, (614) 292-1882.

8-24: Women in aviation. "Partnerships Among Women in Aviation," national conference, Parks College of Saint Louis University, Aladdin Hotel, Las Vegas, Contact: CASO, (202) 322-3900.

Omni Shoreham Hotel, Washington. Contact: CASO, (202) 322-3900.

8-12: Computers. "Computer-Assisted Design and Engineering Workstations and Business Graphics," conference and exposition, National Computer Graphics Association, Anaheim Convention Center, Anaheim, Cal., Contact: NCGA, Suite 200, 2732 Melrose Drive, Fairfax, Va. 22031, (703) 698-9000, fax (703) 698-2752.

8-24: Grantmanship. "The Dynamic Grants Office: How to Lead Your Organization to Unfolding Success," seminar, Capital Publications, Inc., New York, Contact: (800) 816-0732.

8-24: Graduate studies. "The Graduate Student: National conference on the advancement of student diversity, Collegiate Conferences Inc., Washington, Contact: Rick Morgan, (608) 773-0350.

8-8: Teaching. "Lilly Conference on College Teaching—West," Miami University, Oxford, Ohio, Contact: Laurie Richlin, (513) 767-6430.

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8-7: Educational opportunity. Policy seminars, National Council of Educational Opportunity Associations, Holiday Inn, Capitol, Washington, Contact: NCEOA, Suite 310, 1025 Vermont Avenue, N.W., Washington, DC 20005, (202) 347-7430.

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NAFEO

Coming Events

Continued From Page A42

- 13-15: Philosophy.** "Person and Being." conference, Metaphysical Society of America, Villanova University, Villanova, Pa. Contact: Olivia Blanchette, Philosophy Department, Boston College, Chestnut Hill, Mass. 02167.
- 14-17: Aging.** Annual meeting, American Society on Aging, Town and Country Hotel, San Diego, Contact: Ida, 833 Market Street, San Francisco 94103; (415) 343-2617.
- 14-17: Humanities.** "Strengthening Humanities Foundations for Teachers: A National Consultation and Planning Project." Association of American Colleges, Sheraton Baltimore North Hotel, Towson, Md. Contact: AAC, 1818 R Street, N.W., Washington 20009; (202) 387-3760.
- 15-16: Administration.** College fair, National Association of College Admission Counselors, Springfield, Mass. Contact: NACAC, Suite 430, Alexandria, Va. 22314; (703) 836-2222, fax (703) 836-8015.
- 15-17: Fund raising.** "The Magic Relationship: Making the Non-Profit Profitable." seminar, Institute for Charitable Giving, Fisherman's Wharf Marriott Hotel, San Francisco, Contact: ICG, 500 North Michigan Avenue, Chicago 60611; (312) 222-9757, fax (312) 222-9411.
- 15-18: Marketing.** "Sound Strategies: Marketing Northwest," national conference, National Council for Marketing and Public Relations, Seattle, Contact: Karen Jones, (206) 577-2354, or Becky Olson, (360) 353-8918.
- 15-18: Religion.** "Faces of Diversity," annual meeting, National Association of College and University Chaplains, Sheraton-Bennett Center, Nashville, Contact: Ron Flowers, Four University Plaza, P.O. Box 4038, Atlanta 30302-4038; (404) 651-2468.
- 16-17: Institutional advancement.** "Promoting Your Campus Via Radio, Television, and Video," workshop, Council for Advancement and Support of Education, Forum Hotel, Chicago, Contact: CASE, (202) 328-5900.
- 16-17: Teaching.** "Improving College Teaching," seminar, Kansas State University, Denver, Contact: Center for Faculty Evaluation and Development, Kansas State University, 1615 Anderson Avenue, Manhattan, Kan. 66502; (800) 255-2757 or (913) 532-5970.
- 16-18: Computers.** "Connections: Technology and Learning," conference on microcomputers in education, Arizona State University, Tempe, Ariz. Contact: Elaine Phares, Arizona State University, Community Services Center, Tempe, Ariz. 85287-0908; (602) 965-7363.
- 16-18: Higher education.** "Empowering the Academic Leader: Developing and Employing Humanistic Leadership Skills in Professional Educational Organizations," workshop, Center for Educational Development and Assessment, San Diego, Contact: CEDA, P.O. Box 172314, Memphis 38187-2314; (901) 682-9761, fax (901) 362-7608.
- 16-20: Technology and education.** International conference on technology and education, Radio Shack and other sponsors, Paris, Contact: Radio Shack Education Division, 1600 One Tandy Center, Fort Worth 76102.
- 17: St. Patrick's Day.**
- 17-18: Media.** "Maximum Impact—Designing Presentation Systems," video-conference, Georgia Washington University, Contact: Arlene Polinsky, (202) 994-8233, fax (202) 994-5048.
- 18: Minorities.** "Student-Centered Interview Session." Southeastern Regional Office of National Scholarship Service and Fund for Negro Students, Sheraton Hotel Towers, Boston, Contact: ssnssn, 965 Martin Luther King, Jr., Drive, N.W., Atlanta 30314-2947; (404) 577-5990.
- 18-19: Teaching.** "Thinking and Problem Solving," seminar, Kansas State University, Denver, Contact: Center for Faculty Evaluation and Development, Kansas State University, 1615 Anderson Avenue, Manhattan, Kan. 66502-1604; (800) 255-2757 or (913) 532-5970, fax (913) 532-5637.
- 18-20: Adolescents.** "The Troubled Adolescent: The Nation's Concern and Its Response," conference, University of Wisconsin-Stout and other sponsors, San Antonio, Tex. Contact: Kim R. Palk, Office of Continuing Education/Extension and Summer Session, University of Wisconsin-Stout, Menomonie, Wis. 54751; (715) 232-2693, (800) 45-STOUT, fax (715) 232-5385.
- 18-20: Non-traditional education.** "Satellites and Education," conference, West Chester University, West Chester, Pa. Contact: Nancy McIntyre, Reclamation Hall 302D, School of Education, West Chester, Pa. 19380; (610) 436-2193.
- 18-20: Personnel.** "Professional Teacher Interview Seminar," seminar, Lincoln, Neb. Contact: Sari Gallup, 301 South 68th Street, Lincoln, Neb. 68510; (402) 489-9900.
- 18-21: Disabilities and technology.** "Tech-

nology and Persons With Disabilities," conference, California State University at Northridge, Los Angeles Airport Marriott Hotel, Los Angeles, Contact: Harry J. Murphy, Office of Disabled Student Services, California State University, 1811 Nordhoff Street, Northridge, Cal. 91330; (818) 855-5378, fax (818) 855-5409.

18-21: Political science and analogies. "1492-1992: New Worlds, New Directions, and New Challenges," joint annual meeting, Southwestern Political Science Association and Southwestern Sociological Association, Hyatt Regency Hotel, Austin, Tex. Contact: John D. Robertson, Department of Political Science, Texas A&M University, College Station, Tex. 77843-4348 or H. Paul Chalfant, Department of Sociology, Box 4590, Texas Tech University, Lubbock, Tex. 79409-1012; (806) 742-2400.

18-21: Popular culture. Annual meeting, Popular Culture Association, Louisville, Ky. Contact: PCA, Popular Culture Center, Bowling Green State University, Bowling Green, Ohio 43403; (419) 372-7861.

18-22: Higher education. "Educating for the 21st Century," annual meeting, National Association for Equal Opportunity in Higher Education, Washington Hilton Hotel, Washington, Contact: NAFEO, Loveloy Building, 400 12th Street, N.E., Washington 20002; (202) 543-9111.

19: Education. "Addressing New Challenges for Business in Education Reform: Responding to National and Local Initiatives," conference, Conference Board, Fairmont Hotel, Chicago, Contact: Conference Board, 845 Third Avenue, New York 10022-6601; (212) 759-0900, fax (212) 980-7014.

19: Fund raising. "How to Develop a Successful Planned-Giving Program," seminar, Nova University, Fort Lauderdale, Fla. Contact: Nova University, Office of Continuing Education, 201 Mallman-Holmes Building, 330 College Avenue, Fort Lauderdale, Fla. 33314.

19-20: Academic advising. Regional conference, National Academic Advising Association, Peoria, Ill. Contact: Rob Bertram or Ray Zervell, (209) 677-4230.

19-20: Academic advising. Regional conference, National Academic Advising Association, Saratoga Springs, N.Y. Contact: Greg Hall, (617) 891-2147.

19-20: Business education. "Budgeting for Academic Success," workshop, National Association of College and University Business Officers, St. Louis, Contact: NACUBO, Professional Development Department, Suite 500, One Dupont Circle, Washington 20036; (202) 861-2520.

19-21: English. "Contexts, Communities, and Constraints: Sites of Composing and Communication," conference on college composition and communication, National Council of Teachers of English, Cincinnati, Contact: NCTE, 1111 Broadway Road, Urbana, Ill. 61801; (217) 328-3870.

19-21: International studies. "Europe 1992: Challenges of Change," conference, East Carolina University, Greenville, N.C. Contact: Martin Schwartz, Department of Foreign Languages and Literature, East Carolina University, Greenville, N.C. 27858-4333.

19-21: Rural areas. "Progressive Tradition: Reaping the Benefits of Rural Education," conference, American Council on Rural Special Education and National Rural and Small Schools Consortium, Little America Hotel and Towers, Salt Lake City, Contact: Kay S. Bull, Oklahoma State University, 309 University, Stillwater, Okla. 74078; (405) 744-6036, fax (405) 744-6756.

19-21: Students. Annual conference on at-risk students, Georgia Southern University and Southern Association of Colleges and Schools, Hyatt Regency Hotel, Savannah, Ga. Contact: John W. Miller, LB 8013, Georgia Southern University, Statesboro, Ga. 30460-8013; (912) 681-5648.

19-22: Health administration. Annual meeting, Association of University Programs in Health Administration, Omni Shoreham Hotel, Washington, Contact: AUPHA, Suite 503, 1911 North Fort Myer Drive, Arlington, Va. 22209; (703) 324-5500.

19-22: Philosophy. Meeting, Association for Symbolic Logic, Duke University, Durham, N.C. Contact: Angelika Langen, Mathematics Department, Duke University, Durham, N.C. 27706.

20: Art education. "Alternative and Innovative Methods and Media," conference for art educators, Salisbury University, Salisbury, Md. Contact: Connie Mullincaux, (410) 732-2405.

20: Education. "Men and Women: Issues of Gender and Sexuality," conference, Association for Humanistic Education and Development, St. John's University, Jamaica, N.Y. Contact: Andrew McKenzie, (718) 990-1371.

20: Fund raising. "Case Study of a Total Development Effort at a Two-Year Institution," workshop, Council for Advancement and Support of Education, Harrisburg Area Community College, Harrisburg, Pa. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

20: Japanese philanthropy. "Japan at the American Crossroads," conference on Japanese philanthropy, Corporate Phil-

anthropy Report, Stanford, Cal. Contact: Jenny Warwick, Managing Director, Corporate Philanthropy Report, Suite D, 2727 Fairview Avenue East, Seattle 98102; (206) 329-0422.

20: Minorities. "Student-Centered Interview Session." Southeastern Regional Office of National Scholarship Service and Fund for Negro Students, Plaza Inn, New Haven, Conn. Contact: ssnssn, 965 Martin Luther King, Jr., Drive, N.W., Atlanta 30314-2947; (404) 577-5990.

20-21: Disabilities. "The Americans With Disabilities Act: Disabled People in the Workplace and the Supervisor's Role," conference, Ti-University Consortium on Disability Policy, Suffolk University, Boston, Contact: David Pfeiffer, Suffolk University, Suffolk, Mass. 01901; (617) 573-8316.

20-21: Strategies in education. "New Strategies in Educational Improvement and Workforce Preparation," annual conference, National Association for Industry-Education Cooperation, Sheraton Inn, Buffalo, N.Y. Contact: NAFEC, 235 Boulevard, Buffalo, N.Y. 14226; (716) 824-0247.

20-21: Higher education. "Cases, Classroom Research, and Conversations on the Teaching/Learning Community," annual colloquium on undergraduate teaching and learning, Massachusetts

Port Collins, Colo. 80523-0002; (303) 491-5111.

20-21: Continuing education. "Leadership Institute for Continuing Professional Education," Harvard University and Pennsylvania State University, Cambridge, Mass. Contact: ICPCE, 334-C Gutman Library, Harvard Graduate School of Education, Cambridge, Mass. 02138; (617) 495-3372.

20-21: Student personnel. Seminar on student success courses, College Survival Inc., Detroit, Contact: car, 2650 Jackson Boulevard, Rapid City, S.D. 57702-1474; (800) 528-8323, fax (605) 347-5551.

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20: Testing. "Improving College Testing," seminar, Kansas State University, Denver, Contact: Center for Faculty Evaluation and Development, Kansas State University, 1615 Anderson Avenue, Manhattan, Kan. 66502-1604; (800) 255-2757 or (913) 532-5970, fax (913) 532-5637.

20: World's Fair. Symposium on World's Fairs, Smithsonian Institution, Washington, Contact: World's Fair Symposium, Smithsonian Institution Libraries, NHD 2422, MRC151, Smithsonian Institution, Washington 20560.

20-21: Assessment. "Documenting Educational Effectiveness: A Values-Based Approach Linking Vision and Assessment," workshop, Marian College, Hyatt-Regency Hotel, Chicago, Contact: International Value Institute, Marian College, 45 South National Avenue, Fond du Lac, Wis. 54935; (414) 923-8140, fax (414) 921-8228.

20-21: Personnel. "A Complete and Inclusive Approach to the Employment Function for Smaller Colleges," professional-development program, College and University Personnel Association, Back Bay Hilton Hotel, Boston, Contact: Lucia Cretella or Karen Simon, CUPA, Suite 103, 1233 20th Street, N.W., Washington 20036; (202) 429-0311, ext. 6.

20-21: Philosophy. "Power and Gender," conference, Radical Philosophy Association, Baltimore, Contact: Philosophy Department, Morgan State University, Baltimore 21202.

20-21: Science writing. "Communications Institute for Biomedical Scientists: Strategies for Writing Research Articles," University of Tennessee, Memphis, Contact: Barbara J. Kuyper, Department of Health Informatics, University of Tennessee, 450 South Dunlap Street, Memphis 38163; (901) 528-5432.

20-22: Film. "Film, Individualism, and Community," national conference, Salisbury State University and Susquehanna University, Radisson Plaza Lord Baltimore Hotel, Baltimore, Contact: D. Dotterer, Department of English, Susquehanna University, Selinsgrove, Pa. 17870; (717) 372-4199.

20-22: Philosophy. "Six Objectors to Descartes' Six Meditations," conference, Virginia Polytechnic Institute and State University, Blacksburg, Va. Contact: Roger Arlow or Marjorie Grene, Department of Philosophy, Virginia Polytechnic Institute and State University, Blacksburg, Va. 24061; (703) 231-4564.

20-22: Walt Whitman. "Walt Whitman Facing West: A Symposium on the Death of the Poet," California State University, Fresno, Cal. Contact: Jerome Lovine, (209) 278-7082, fax (209) 278-2006.

20-22: Admissions. College fair, National Association of College Admission Counselors, Indianapolis Convention Center, Indianapolis, Contact: NACAC, Suite 430, Alexandria, Va. 22314; (703) 836-2222, fax (703) 836-8015.

21: Personnel. "Maximizing Staff Development and Training While Minimizing Costs," professional-development program, College and University Personnel Association, Back Bay Hilton Hotel, Boston, Contact: Lucia Cretella or Karen Simon, CUPA, Suite 103, 1233 20th Street, N.W., Washington 20036; (202) 429-0311, ext. 6.

21: Fund raising. "The Magic Relationship: Making the Non-Profit Profitable," seminar, Institute for Charitable Giving, Denver Marriott-City Center Hotel, Denver, Contact: ICG, 500 North Michigan Avenue, Chicago 60611; (312) 222-9757, fax (312) 222-9411.

22-24: Higher education. Annual meeting of the Commission on Institutions of Higher Education, North Central Association, Hyatt Regency Hotel, Chicago, Contact: Susan Van Kollenburg, North Central Association, 200 North Dearborn Street, Chicago 60601.

22-25: Conferences and events. Conference for college and university conference and events managers, Association of International Directors in Education, Orlando, Fla. Contact: Ronald Love, Coordinator, ACDU, Colorado State University, Rockwell Hall,

Port Collins, Colo. 80523-0002; (303) 491-5111.

22-27: Continuing education. "Leadership Institute for Continuing Professional Education," Harvard University and Pennsylvania State University, Cambridge, Mass. Contact: ICPCE, 334-C Gutman Library, Harvard Graduate School of Education, Cambridge, Mass. 02138; (617) 495-3372.

23: Student personnel. Seminar on student success courses, College Survival Inc., Detroit, Contact: car, 2650 Jackson Boulevard, Rapid City, S.D. 57702-1474; (800) 528-8323, fax (605) 347-5551.

23-24: Higher education. "Assessment and Curriculum Reform," conference, George Mason University, Virginia Beach, Contact: (703) 993-2090.

23-24: Institutional advancement. "Parents and Grandparents Program: Creating a Special Link," workshop, Council for Advancement and Support of Education, Omni Baltimore Hotel, Providence, R.I. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

23-24: Institutional advancement. "Special Events That Work," workshop, Council for Advancement and Support of Education, J. W. Marriott Hotel, Atlanta, Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

23-25: Business education. "Intermediate Fund Accounting," workshop, National Association of College and University Business Officers, Kansas City, Mo. Contact: NACUBO, Professional Development Department, Suite 500, One Dupont Circle, Washington 20036; (202) 861-2520.

23-27: Comenius. "Comenius's Heritage and the Education of Man for the 21st Century: His Birth," Charles and Commemorative Society, Eugene, Contact: Joseph F. Zacc, Department of History, State University of New York, Albany, N.Y. 12222.

23-28: Information. Spring meeting, Coalition for Networked Information Task Force, Sheraton City Centre Hotel, Washington, Contact: Joan Lipincott, CINF, 1527 New Hampshire Avenue, N.W., Washington 20036; (202) 332-2466, fax (202) 462-7849.

24-26: Welding. Annual convention, American Welding Society, McCormick Place East, Chicago, Contact: AWS, 550 N.W. LeJeune Road, P.O. Box 351040, Miami 33135; (305) 443-9353, fax (305) 443-7559.

24-26: Philosophy. Symposium on humanism, Rochester Institute of Technology, Rochester, N.Y. Contact: David B. Suits, College of Liberal Arts, Rochester Institute of Technology, Rochester, N.Y. 14623-0887.

26: Student personnel. Seminar on student success courses, College Survival Inc., Dallas, Contact: car, 2650 Jackson Boulevard, Rapid City, S.D. 57702-1474; (800) 528-8323, fax (605) 343-7551.

26-27: Computers. "National Net '92: Advancing the Leading Edge," national conference, LOTUS, Lotus, 11000 W. Lehigh Avenue, Scottsdale, Ariz. 85260; (602) 872-4200, NINTX: NINTX-92@NINCOM.

26-27: Drug abuse. "Alcohol Policy and Community Action: Agenda for Today," national conference, National Association for Public Health Policy, Sheraton Washington Hotel, Washington, Contact: Jo Lynn Reda, National Association of State Alcohol and Drug Abuse Directors, Suite 642, 444 North Capitol Street, N.W., Washington 20001; (202) 783-8668.

26-27: Ethics and business. "The Ethics of Business in a Global Economy," conference, Council for Ethics in Economics, Columbus, Ohio, Contact: Paul M. Minus, cee, 11 East Broad Street, Columbus, Ohio 43215.

26-27: Fund raising. "Workshop for Newcomers in Development," Council for Advancement and Support of Education, Forum Hotel, Chicago, Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

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26-29: Arts. Annual conference, International Association on the Fantastic in the Arts, Fort Lauderdale, Fla. Contact: Donald Palumbo, Florida Department, P.O. 17257, (717) 532-1495 or (717) 264-6678.

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26-28: Philosophy. Symposium on humanism

CONFERENCES, CALLS FOR PAPERS

NORTH AMERICAN

PAN AFRICAN CONFERENCE

May 1-3 • Savannah, GA

CALL FOR PAPERS

Conference papers related to issues facing Africans in North America are invited. Panel presentations on Economics, International Business, Politics, Culture, Women's Issues, Education, Science and Technology, Health and Medicine, Youth, and Religion. Submit 200 word abstract by April 10, 1992.

Contact: Dr. Ja A. Jahnnes
Chair, Pan African Movement, U.S.A.
Box 20059
Savannah State College
Savannah, GA 31404
Tel. 912 356-2208

Call for Case Studies

Institute for Nonprofit Organization Management
University of San Francisco

The Institute is seeking case studies to be published in its newly established *Nonprofit Management Case Study Collection*, a national resource for the teaching of nonprofit organization management. Possible subjects include, but are not limited to: governance, management of human resources, resource development, financial management, strategy and management of change, organizational effectiveness, and ethics.

Cases will be reviewed by a panel of experts and monetary prizes awarded for the best cases of the year.

For further information, please contact Ken Kozio, Curriculum and Publications Manager, Institute for Nonprofit Organization Management, 4306 Geary Blvd., Suite 201, San Francisco, CA 94118-3004 (415) 760-5180.

A Call for Published Papers on the
"Glass Ceiling" and Upward Mobility
of Women in Corporate Structures

The Women's Bureau of the U.S. Department of Labor seeks published papers and ongoing research on the "glass ceiling" and other upward mobility studies on women in corporate structures.

Material will be used to augment a resource library on the glass ceiling and in the development of programs to implement the Secretary of Labor's Glass Ceiling Initiative.

For further information contact: Dora Carrington, Administrative Officer, Women's Bureau (202) 623-6606; or write, Women's Bureau, Box GC, U.S. Department of Labor, 200 Constitution Avenue, N.W., Room S-3311, Washington, D.C. 20210.

CALL FOR PARTICIPATION

The Fourth Annual
Internationalization Forum
of the East-West Center

October 13-22, 1992

Practical cross-cultural learning experiences for internationally minded individuals with responsibilities and professional interests in international relationships in government, education, business and voluntary organizations.

A Forum working toward establishing a global network of internationally minded individuals who are concerned with the process and problems of communicating and collaborating across national boundaries.

Theme: Nationalism and Internationalization

Application deadline July 15, 1992

Call (808) 944-7607 or fax (808) 944-7670 for brochure and registration information or write:

Larry Smith, Forum Coordinator
Institute of Culture and Communication
East-West Center, 1777 East-West Road
Honolulu, Hawaii 96848

Coming Events

Continued From Preceding Page

30-April 1 Education. "Creating the Quality School," conference, University of Oklahoma, Norman, Okla. Contact: Edward Chance, Director, Center for the Study of Small/Rural Schools, University of Oklahoma, 555 Constitution, Norman, Okla. 73077-0005; (405) 325-1711.

30-31: Environment. "A Forum on Central Europe: An Environmental Research and Education Agenda for Urban Settlements and Sustainable Development," Association of Big 8 Universities, Manhattan, Kan. Contact: Division of Continuing Education, 141 College Court Building, Kansas State University, Manhattan, Kan. 66506; (913) 532-5569 or (800) 432-8322.

30-April 1 Student loans. "Student Loan Management and Collections," workshop, National Association of College and University Business Officers and National Association of Student Financial Aid Administrators, St. Louis, Contact: NACUBO, Professional Development Department, (202) 861-2520.

30-April 2 Computers. Symposium on parallel processing, Association of Computing Machinery and other sponsors, Beverly Hills, Cal. Contact: Larry Carter, Computers Systems Approach Inc., Suite B, 1140 South Raymond Avenue, Fullerton, Cal. 92631; (714) 736-3414.

30-April 3 Science education. Conference on science education, Gordon Research Conferences, Ventura, Cal. Contact: Gordon Research Center, University of Rhode Island, Kingston, R.I. 02881; (401) 783-4011 or (401) 783-3372, fax (401) 783-3355.

31-April 1 Student recruitment. "Recruiting the Adult Student," workshop, Council for Advancement and Support of Education, Chicago, Contact: (202) 328-5900.

Deadlines

A symbol (a) marks items that have not appeared in previous issues of The Chronicle.

FELLOWSHIPS

March 15: Black studies. Applications for Rockefeller Foundation fellowships. Contact: Grier Telfer, Office Manager, Center for the Study of Black Literature and Culture, University of Pennsylvania, 3803 Walnut Street, Philadelphia 19104.

March 15: Humanities. Applications from faculty members at historically black colleges and universities for fellowships for graduate study in the humanities. Contact: Catherine Brown Tkacz, Division of Fellowships and Seminars, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 786-0466.

March 15: International studies. Applications for Hubert H. Humphrey Fellowships for unclassified doctoral-dissertation research in arms control and disarmament. Contact: Hubert H. Humphrey Fellowship Program, Operations Analysis, U.S. Arms Control and Disarmament Agency, Washington 20541. (For further information, see *Federal Register*, October 16, Page 51,875).

March 15: Humanities. Applications for fellowships for interdisciplinary research on the theme "Constructing the Body in the 17th and 18th Centuries." Contact: Center for 17th- and 18th-Century Studies, Suite 1100, London Avenue, Los Angeles 90024; (310) 206-8552, fax (310) 206-8577.

March 31: Children's literature. Application for the fellowships for research using the De Grummond Collection. Contact: Dee Jones, de Grummond Collection, Southern Station Box 5148, University of Southern Mississippi, Hattiesburg, Miss. 39406-5148; (601) 266-4349.

March 31: German studies. Applicants from young scholars for postdoctoral resident fellowships for studies in the social sciences. Contact: Bosch Younger Scholars Program in the Social Sciences, American Institute for Contemporary German Studies, Johns Hopkins University, Suite 350, 11 Dupont Circle, Washington 20036; (202) 332-9312.

April 1: Engineering and government. Applications for participation in the American Association of Mechanical Engineers' Federal Government Fellowship Programs, in which fellows work with the staff of a Congressional committee, U.S. Senate or Representative, in the White House Office of Science and Technology Policy, or in the U.S. Commerce Department's Technology Administration during 1992-93. Contact: Pamela Rozny, American Society of Mechanical Engineers, Suite 906, 1828 L Street, N.W., Washington 20036; (202) 785-3756, fax (202) 439-9417.

April 1: Adult education. Applications for fellowships for research on "Adult Learning, Assessment, and Reflection."

Contact: Judy Reinhold, National Center on Adult Learning, Empire State College of State University of New York.

One Union Avenue, Saratoga Springs, N.Y. 12866; (518) 587-2100, ext. 287.

April 1: Africa. Applications for short-term fellowships for research in West Africa, in any discipline. Contact: Sheri Price, Council of American Overseas Research Centers, Suite 3123, 1100 Jefferson Drive, S.W., Washington 20560.

April 1: Black studies. Applications for the Letitia Woods Brown Graduate Fellowship in African-American History and Culture. Contact: Graduate School of Arts and Sciences, George Washington University, Phillips 2-122, Washington 20052; (202) 994-6210.

April 1: Humanities. Applications for fellowships for Spring 1993. Contact: Virginia Center for the Humanities, 145 Ednam Drive, Charlottesville, Va. 22903-3207; (804) 924-3296.

GRANTS

March 15: History and political science. Applications for travel grants to do research in U.S. State Library collections on U.S. domestic and foreign affairs and politics in the 1970's. Contact: David Horrocks, Gerald Ford Library, 1000 Deal Avenue, Ann Arbor, Mich. 48109; (313) 648-2218.

March 15: Humanities. Applications for grants for Elementary and Secondary Education for the Humanities. Contact: National Endowment for the Humanities, Room 302, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 786-0373.

March 15: Languages. Applications for grants for foreign-language education. Contact: National Endowment for the Humanities, Room 302, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 786-0373.

March 15: Law. Applications for small grants for projects to "enhance understanding students' education about law, the legal process, and law's role in society." Contact: Joshua Laveron, Commission on College and University Nonprofit Association, 541 North Fairbanks Court, Chicago 60611-3314.

March 15: Higher education. Applications for grants for College-School Partnerships to Improve Learning of Essential Academic Subjects. Contact: Sherrin Marshall, Fund for the Improvement of Postsecondary Education, Department of Education, Room 3100, Regional Office Building 3, Seventh and D Streets, S.W., Washington DC 20205-5175. For further information, see *Federal Register*, January 14, Pages 1,628-9.

March 23: Community service. Applications for grants under the National and Community Service Act of 1990. Contact: Commission on National and Community Service, P.O. Box 33119, Washington 20033; (202) 724-0600, fax (202) 724-0608.

March 23: Higher education. Applications for grants for College-School Partnerships to Improve Learning of Essential Academic Subjects. Contact: Sherrin Marshall, Fund for the Improvement of Postsecondary Education, Department of Education, Room 3100, Regional Office Building 3, Seventh and D Streets, S.W., Washington DC 20205-5175. For further information, see *Federal Register*, January 14, Pages 1,628-9.

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March 23: Humanities. Applications from faculty members at historically black colleges and universities for fellowships for graduate study in the humanities. Contact: Catherine Brown Tkacz, Division of Fellowships and Seminars, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 786-0466.

March 23: International studies. Applications for Hubert H. Humphrey Fellowships for unclassified doctoral-dissertation research in arms control and disarmament. Contact: Hubert H. Humphrey Fellowship Program, Operations Analysis, U.S. Arms Control and Disarmament Agency, Washington 20541. (For further information, see *Federal Register*, October 16, Page 51,875).

March 23: Humanities. Applications for fellowships for interdisciplinary research on the theme "Constructing the Body in the 17th and 18th Centuries." Contact: Center for 17th- and 18th-Century Studies, Suite 1100, London Avenue, Los Angeles 90024; (310) 206-8552, fax (310) 206-8577.

March 31: Children's literature. Application for the fellowships for research using the De Grummond Collection. Contact: Dee Jones, de Grummond Collection, Southern Station Box 5148, University of Southern Mississippi, Hattiesburg, Miss. 39406-5148; (601) 266-4349.

March 31: German studies. Applicants from young scholars for postdoctoral resident fellowships for studies in the social sciences. Contact: Bosch Younger Scholars Program in the Social Sciences, American Institute for Contemporary German Studies, Johns Hopkins University, Suite 350, 11 Dupont Circle, Washington 20036; (202) 332-9312.

April 1: Engineering and government. Applications for participation in the American Association of Mechanical Engineers' Federal Government Fellowship Programs, in which fellows work with the staff of a Congressional committee, U.S. Senate or Representative, in the White House Office of Science and Technology Policy, or in the U.S. Commerce Department's Technology Administration during 1992-93. Contact: Pamela Rozny, American Society of Mechanical Engineers, Suite 906, 1828 L Street, N.W., Washington 20036; (202) 785-3756, fax (202) 439-9417.

April 1: Adult education. Applications for fellowships for research on "Adult Learning, Assessment, and Reflection."

Contact: Judy Reinhold, National Center on Adult Learning, Empire State College of State University of New York.

nue, S.E., Room 5086, Switzer Building, Washington 20202-6641; (202) 724-2870. For further information, see *Federal Register*, January 30, Pages 3,618-9.

INSTITUTES, WORKSHOPS

March 15: Education management. Applications for participation in the Management Development Program, to be held June and July in Cambridge, Mass. Contact: Management Development Program, (617) 495-3572.

March 15: Philosophy. Applications for participation in the annual session of the American Society of Mechanical Engineers' annual conference on fluids engineering, to be held in June in Los Angeles. Contact: Richard A. Indura, 105 Stewart Hall, West Virginia University, Morgantown, W. Va. 26506-6064; (304) 293-7554.

March 15: Developmental education. Proposals for possible presentations at the annual conference of the American Association of University Administrators, to be held in Innsbruck, Austria, in September. Contact: Virginia L. Pincel, Governors State University, University Park, Ill. 60146; (708) 534-5000.

April 1: Phenomenology. Papers on the theme "Allegory Old and New: Creativity and Continuity in Culture," for possible presentation at an international conference on phenomenology, to be held in June in Luxembourg. Contact: A.T. Tymieniecka, World Phenomenology Institute, 344 Payson Road, Belmont, Mass. 02178; (617) 489-3696.

April 1: Phenomenology. Papers on the theme "Chronos and Kairos: The Promises of Creativity, the Possibilities of Intentionality," for possible presentation at a conference of the World Phenomenological Institute, to be held in May in Meserve, Greece. Contact: A.T. Tymieniecka, World Phenomenology Institute, 344 Payson Road, Belmont, Mass. 02178; (617) 489-3696.

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American Society for Aesthetics, to be held in July in Santa Fe, N.M. Contact: Donald J. Driscoll, Philosophy Program, University of Southern Colorado, Pueblo, Colo. 81001; (719) 549-2104, fax (719) 549-2805.

April 27: International studies. Proposals for possible presentations at an annual conference on European studies, to be held in October in Omaha, Contact: Herbert Kohn, Department of Political Science, University of Nebraska, Omaha, Neb. 68182; (402) 554-3617.

April 30: Grammar. Proposals on the theme "The Teaching of Grammar" for possible presentations at a conference, to be held in June in Williamsport, Pa. Contact: Ed Vavra, Associate Professor of Rhetoric, 101 112, Pennsylvania College of Technology, One College Avenue, Williamsport, Pa. 17701; (717) 326-3761, ext. 7736.

April 1: International education. Proposals on the theme "Higher Education Reform in Europe and America" for possible presentations at a conference of the American Association of University Administrators, to be held in Innsbruck, Austria, in September. Contact: Virginia L. Pincel, Governors State University, University Park, Ill. 60146; (708) 534-5000.

April 1: Phenomenology. Papers on the theme "Allegory Old and New: Creativity and Continuity in Culture," for possible presentation at an international conference on phenomenology, to be held in June in Luxembourg. Contact: A.T. Tymieniecka, World Phenomenology Institute, 344 Payson Road, Belmont, Mass. 02178; (617) 489-3696.

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